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ABSTRACT

Intended for use by teachers in the establishment of curriculum to study centennial-bicentennial topics, the main purpose of this guide is to instill in students an appreciation of Colorado's system of government, resources, people, territory, and technology. Suggestions for teaching about seven major areas which relate to Colorado's heritage are provided. The material is presented in the following chapters: (1) Government, Territory and Treaties; (2) Business and Industry; (3) Conservation, Environment, and Natural Resources; (4) Communications and Transportation; (5) Arts and Humanities; (6) Recreation; (7) People; (8) Colorado Historical Calendar; (9) Teacher/Student Resources; and (10) History Resources. Each chapter begins with an historical overview and includes three sections of student activity descriptions and a list of references for further study. The activity sections--Heritage '76, Horizons '76, and Festival USA--suggest map-making activities, class discussions, debates, sociodramas, research projects, investigative activities, field trips, publishing ventures, and predictions of future events and conditions. Chapter 9 lists bibliographic sources on 18 topics such as places, individuals, groups, and events important in Colorado history. Chapter 10 presents a directory of organizations which might be useful to teachers and students as history resources. (Author/DB)

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Colorado Centennial-Bicentennial Teacher's Guide

Issued by the Colorado Centennial-Bicentennial Commission
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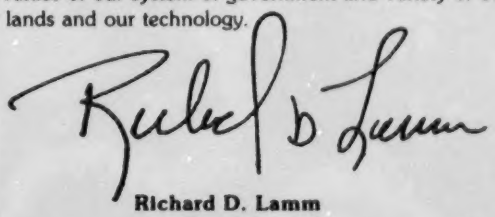
Colorado's Centennial-Bicentennial Commission and our Department of Education have worked hard to prepare a guide for teachers in hopes that this nation's 200th anniversary and this state's 100th anniversary can be celebrated in our schools in a meaningful way. If our centennial-bicentennial year is to have lasting value we should use this time to reflect on the institutions and the governmental structure which have made this great country capable of surviving and of evolving to serve the changing needs of all citizens.

This guide was prepared with that in mind. It presents suggestions which can guide students through seven major areas of concerns. But they are only suggestions. You have many ideas of your own which may be more appropriate with your particular students.

Whatever you do, I encourage you to use this centennial-bicentennial year to help our young people appreciate the values of our system of government and variety of our resources, in our people, our lands and our technology.



Richard D. Lamm
Governor

Foreword

We are pleased to have had the opportunity of cooperating with the Colorado Centennial-Bicentennial Commission in the production of this publication.

Perhaps this booklet will help teachers as we celebrate our state's centennial and our nation's bicentennial year. If it helps instructionally by at least in part illustrating to our children where we have been, where we are, and where we want to go from here, it will have served its purpose. The observance of the celebration year 1976 should give all of us ample opportunity to examine ourselves as people.

This publication is by no means all inclusive. Obviously such an accomplishment would have been impossible. But I do hope that it will serve as a useful base in making the observance of our state's and nation's 100th and 200th birthdays respectively a fine educational experience for the children and youth of Colorado.

Calvin M. Frazier
Commissioner of Education

Acknowledgements

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Carl K. Godard
Editor

Government, Territory and Treaties

As the 200th anniversary of the creation of the American republic approaches, the nation is in the process of reexamining its commitment to representative democratic government. The people of this nation are much more aware of government processes as a result of the upheavals in the 1960's and 1970's. Young people in the schools are rightly asking what new perspectives can be obtained by inquiring into the lives and times of our pioneering forefathers. What is the meaning of the American Revolution for today — and tomorrow?

The issues which confronted the founding fathers and the pioneers are the same that face the nation today: equality of opportunity, individual liberty, freedom from government tyranny, and the dignity of the individual. Because this nation is so industrialized, so impersonal in the conduct of its affairs, and so polarized, we must redefine for ourselves the heritage of our past in our time. Each question has its own answers; each generation interprets the national creed "liberty and justice for all" in its own fashion.

Colorado is the only Centennial state, entering the Union on August 1, 1876. Our state began as part of the Kansas Territory. It was officially recognized as Colorado Territory on February 28, 1861 with William Gilpin as its first territorial governor.

In 1864, Congress passed the Enabling Act which permitted Coloradoans to submit a state constitution. However, many frontier citizens voted against the proposed statehood because they thought it would be cheaper to remain a territory. In 1865, Governor John Evans submitted a constitution for the second time and on August 1, 1876, Colorado became the 38th state, eighth largest in the nation.

Its constitution was considered highly progressive for the times. Women were given the right to vote in school elections and there were certain civil rights guaranteed to minorities. Several towns vied for the honor of being the new state's capitol. Henry C. Brown offered land known as Brown's Bluff in the Capitol Hill area and Denver became the capital in 1867. In 1881 the new government levied taxes for a capitol building and the cornerstone was finally laid in 1890.

Colorado's government history is closely linked with the Indians of the area: Cheyenne, Ute, Arapahoe. Treaties were made with these Indians and often broken. Massacres were blamed on both the white man and the Indian. In the fall of 1863, Governor Evans and the leader of the Mountain Utes, Chief Ouray, signed a treaty guaranteeing "for life" $25,000 a year in provisions to the Indians in exchange for a parcel of land around Meeker, 65 by 90 square miles. However, by 1879, the state government was $65,000 behind in payments. Indian discontent and frustrations with broken treaties grew. In 1879, a massacre of white men ended in a new treaty with the Utes. They lost all of their holdings and were sent to reservations in New Mexico and Utah.

Territorial growth meant an increase in the need for protection of lives and property. In the beginning, law and order was embodied in people's courts and miner's courts. Frontier democracy in action set up claims courts for trespassers and lawbreakers. Punishment was often swift and final. People's courts were set up in supply towns such as Denver. Statehood allowed these courts to grow into the judicial systems we have today.

The Centennial and Bicentennial celebration in Colorado is an exciting time to re-examine the heritage of laws and allow us to consider future needs and problems as our state moves into its next one hundred years.

Heritage '76

- Compare laws from 1876 to those of today. Consider areas of traffic, cities, education, use of resources, criminal laws, property laws and protection.
- Make a bulletin board collage, comparing life in Colorado 1876 and 1976. Use pictures, drawings and artifacts dealing with ways of life which required laws. Show the growth of the territory, treaties with Indians, miners' camps, growing cities. (Check with American Freedom Library, Vol. II).
- Pretend you are a newcomer to the Colorado Territory. Write a letter to family and friends "back home" to describe your experiences.
- Find out how the first courts worked. Act out a scene that might have happened.
- Have a debate on the need for law versus doing your own thing.
- Re-enact the massacres in Colorado through song and dance. Find out why they happened.
- Construct models of important historical law buildings in the state.
- Make posters praising or citicizing laws you favor or dislike.
- Put together a history of Colorado or your own community. Invite a local historian. Tape the talk. Then divide into groups to illustrate it and put it into book form. Emphasize how the laws and government have changed to meet the needs of your community.
- Look up the history of jails in Colorado or your community. What were they like and how have they changed. What was good or bad.
- Look up old newspapers of the times. Find out what people were breaking the laws. How were they punished? Print a newspaper comparing the crimes of then and now.
- Make puppets or drawings of Colorado's famous law breakers and lawmakers.
- Find out about the history of the Ku Klux Klan in Colorado. Why did it flourish for awhile and could it happen again?
- Make maps to show territory boundaries before 1861. Draw or make models on the maps of the kinds of people living in the territory.
- Hold a Meet the Press interview with students playing famous minority ethnic Colorado people, e.g., Chief Ouray, Anselmo Jaramillo, Barney Ford. Ask them to retell their particular role in Colorado history.
- Discuss with students the role Barney Ford played in the achievement of statehood for Colorado. Discuss the constitutional changes he initiated.
- Dramatize the Indian and white man's encounters in peace and in conflict from the point of view of each side.

Horizons '76

- Find out what the Colorado constitution really says. What are the reasons people write constitutions? Could you write one for a future Colorado in 2076?
- Who owns Colorado's resources? What laws should exist to protect Colorado's resources for the future?
- What environmental laws have hurt or helped Colorado? Publicize these laws.
- Make up a new law and find out how you can enforce it.
- Visit the legislature. Talk with senators and representatives.
- Find out what the symbols mean on Colorado's flag and state seal.
- Compare the law-making bodies of the territory with law-making bodies after statehood and today.
- Find out about the treatment of minorities in our history (Women, children, blacks, Mexican-Americans, etc.). How have the laws affected them? What specific Colorado civil rights laws have been passed regarding discrimination in housing and education?
- Have a debate: Has Colorado maintained "freedom and justice for all?

Festival U.S.A.

- Plan a skit of frontier people petitioning Congress for Colorado's territorial and statehood status.
- Recreate Colorado's flag and state seal. Then design one of your own, for now or for a future Colorado.
- Write a treaty for another group - have a ceremony. How will you both act if the treaty is broken?
- Hold a public court for a lawbreaker. Public executions were common in our early history. Why don't we have them now?
- Take a walking tour of historical sites - visit a judge's chamber or witness a court scene.
- Find out about courts for young people in trouble and their use.
- Write to people who are in jails. Exchange questions and answers.
- Publish some of Colorado's most unusual laws. Did you know you can't take a paper bag lunch downtown in Boulder?
- Imagine you are an early pioneer of Colorado. You are interested in protecting your life and property. How will you do this? Whose help do you need? Plan a skit. Illustrate a book. Print a newspaper.
- Refer to the American Issues Forum pamphlet for more ideas on the high school level.
- Divide into several kinds of people in the Colorado territory: farmers, miners, townspeople, cattle rustlers, Indians, members of ethnic/minority groups. Set up a court and try a lawbreaker.
- Visit the legislature. Talk with minority ethnic senators and representatives.

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- Film: *Shiver, Gobble and Snore,* Chicago: Learning Corporation of America, animated cartoon shows why laws are necessary.

Business and Industry

Mining, railroads, ranching, farming, recreation, tourism, electronics, aerospace, environmental engineering, solar energy, oil shale, the list goes on and on. The fact remains that business and industry in Colorado are ever burgeoning, rapidly growing giants of the West with Denver at the center. From California on the west to the Mississippi River on the east, from the Canadian to the Mexican borders, Colorado is a major business and industrial link to all parts of the West and the nation.

It began with a rush when gold was discovered at Cherry Creek in 1858 and continued on through the gold rushes of 1859 and 1891, the coming of the railroads, the silver strikes of the '70's and '80's, the land rushes throughout the gold and silver eras and the vast cattle and sheep ranching operations on up to present day agriculture, recreation and technology related industries. Colorado has literally boomed from its beginning with industries and businesses springing up almost overnight and today shows no signs of slowing up in its centennial year. This land was and is a place for all where people, a century and more after '59, can still feel a touch of adventure, excitement and new opportunity. Each year a new rush occurs where each individual seeks a kind of gold of his own, a golden opportunity to become a part of business and industry in this great Colorado.

FARMING, RANCHING, AND MINING

Heritage '76

- Trace the history of farming (or mining) practices in your community or region from the earliest settlements to the present. Include changes in crops planted, methods of harvesting, size of farms, and labor systems. (Include methods of mining and refining, labor systems and when mines were closed and why).
- Make a chart outlining the changes in farming practices in your community or region from the earliest settlements to the present.
- Search out persons with experience in farming or ranching (mining if possible). Record on tape or in written form their experiences as farmers or ranchers (miners). Include changes they have noted in their lifetimes.
- Trace the economic and commercial effects of sugar beets in the state.
- Construct a model of a ranch (mine) that might have been in Colorado during the 19th century. Do a cross section of a mine.
- Trace the importance of the cattle industry to the economy and social structure of Colorado (mining - the importance mining had on early Colorado).
- Identify past farming and ranching areas (mines) in your county or region that are no longer operating. What happened to change these areas?
- Conduct an economic survey of the number and percentage of persons earning an income from ranching or farming. Relate the current statistics to those from the 19th century.
- Investigate records available in your county or town to determine (a) the major source of income from the land or water, and (b) the history of this crop (mineral), or natural resource as a factor in the local economy.
- Have young children observe seeds germinating on blotters; have older children grow seeds in soils of different compositions and record the comparative rates of growth.
- Report on how the Indians were affected by the ranching and mining, i.e., barbed wire, fences and grazing lands, mine blasting.
- Write a paper or have a panel discussion on the contribution of minority groups to the development of the railroad and mining industries during Colorado's early days.

Horizons '76

- Write a composition relating pollution to farming and ranching in your county or region.
- Conduct a study in which a number of farmers or ranchers are polled to determine the effect of pollution on their farm or ranch.
- Compile statistics indicating population and economic trends for your county. Write editorials relating these trends.
- Project farming and ranching into the next quarter of the 20th century. What new developments and problems can be predicted? (mining).
- Interview local farmers or ranchers (miners) to find out new methods of harvesting or ranching that have been developed in recent years. What will be the impact on farming or ranching?
- Talk to your parents and members of the generation preceding that of your parents, on their attitudes toward work, their neighbors, America, and their personal aspirations. Write a composition comparing these values with your own.
- Relate changes for children living in communities that have undergone a transition from a farming or ranching (mining) community to a suburban, industrial, recreational or education center.

Festival U.S.A.

- Assemble a collection of early farm tools and ranching (mining) equipment. Have a local farmer or rancher (miner) describe the use of these tools and what tools and methods have replaced them. Examples: spurs, saddles, lassos, picks, shovels, lamps.
- Organize a display of early equipment used by cowboys and arrange for demonstrations of equipment no longer used.
- Discuss the skill of "bulldogging" which was developed into a fine art by Bill Pickett, a famous black rodeo performer.
- Collect old recipes and assemble them in a Centennial cookbook. Using these recipes, plan and serve a meal typical of each western period.
- Use local resources of people and written material to determine the activities that would have been part of a gathering of farmers or ranchers (miners) in the 19th, or early 20th century in your region.
- Organize a festival which includes these activities. The activities might be corn husking, square dancing, horse-racing, jousting and rodeos.
- Display for class discussion an exhibit depicting the Black cowboy (trappers, traders.)

LABOR, TRADES, BUSINESS

Heritage '76

- Construct a model of a typical 19th century town. Prepare an accompanying tape recording which describes different industries and the economic and social life of the town. Display the model in an appropriate area.
- Trace the different methods of transportation popular in your local area during the late 19th century.
- Identify the federal, state and local legislation during the 19th and 20th centuries that has affected business, industry, labor and the trades. Conduct a panel discussion which highlights the effects of the legislation upon Colorado's industrial growth and development. Examine specifically the effect of the legislation upon the labor union movement.
- Identify historic sites related to business, industry, labor, and the trades in your local area. Locate these sites on a pictorial map. Develop a concise history of each site to accompany the display.
- Trace the contribution of vocational education to the development of business, industry, labor, and the trades (i.e., occupational education, home economics, business education).
- Trace the development of a career in business, industry, labor, and the trades from the late 19th century to the present time. Note the significant changes which have taken place.
- Use the July and August (1974) issues of "LaLuz" magazine and assign reading to your students on the history of the first established mercantile store in Colorado - the Salazar store.
- Construct with students, models in adobe and discuss the craft and cultural implications of this housing construction technique. Discuss the "adobe" as a southwestern dwelling for native Americans and persons of Hispanic/Indian ancestry residing in the San Luis Valley.

Horizons '76

- Publish a newspaper article predicting an innovative business venture (e.g. new system of urban transportation).
- Report on the ways in which individual citizens might contribute to better business practices in the future.
- Secure from the Small Business Association in your area a list of minority owned businesses. Plan a visit to one of these businesses if possible.
- Invite to your school minority students who are members of honorary business organizations (junior achievement). Have them express their views on their future in the business world, their aspirations, expectations, etc.
- Predict future legislation that could affect business, industry, labor, and the trades (e.g., flexible scheduling of the work day, four-day work week).
- Project the future development of business, industry, labor and the trades sites in a specific area.
- Have students project the importance of crafts, jewelry and pottery in the future.

Festival U.S.A.

- Plan and hold a mock fair displaying wares produced in the late 19th century.
- Invite local minority business people into your class. Have them bring articles representative of their business and discuss with students the services they provide to the local community.
- Plan and prepare a typical meal one might expect to find in a restaurant or inn of the late 19th century.
- Hold a demonstration of the art of pottery making and/or other crafts.
- Demonstrate the use of a hammer and anvil, horseshoes, or some other tools of the late 19th century.
- Design and show transparencies which identify the leaders who made contributions in the area of business, industry, labor and the trades.
- Plan a field trip to a historic site related to business, industry, labor and trades.
- Construct a map which depicts the growth and development of a business or industry site in your area. Show the expansion of the site over a given period of time.
- Invite minority crafts/trades people into the class to exhibit examples of their work. Select craftsmen whose work in their own opinion reflect their ethnicity and culture.

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Conservation, Environment and Natural Resources

As Colorado enters its Centennial year, people of the state look upon its natural resources with a great deal of pride. The air and water in our state long have been regarded as being of good to excellent quality and the abundance and well-being of the wildlife ranks second to none. While open space is diminishing, wildlife is still abundant in most areas of the state and the mountainous regions boast large stands of timber protected from the axe and the saw.

However, maintaining this high quality life has been no small task. Many individuals and groups spend long hours helping preserve the environment so that future generations are afforded the same chance to watch, say, an otter slide playfully down a stream bank or to drink from a cool mountain stream.

One of the earliest and most widely applauded programs of Franklin D. Roosevelt's new deal was the Civilian Conservation Corps - the C.C.C. Young men between the ages of seventeen and twenty-three were withdrawn from the lists of the unemployed and put to work building roads and bridges, fire lanes and parks, and improving generally the national forests and lands. Colorado, with a large part of its total land encompassed within boundaries of national forests, became the scene of much C.C.C. activity. Working out of over 40 camps, more than 30,000 men created needed and welcome improvements in the federally controlled areas during the years from 1933 to 1942.

With Colorado embarking upon its second 100 years of statehood, maintenance of a quality environment is a paramount task. As more and more people move into the state each year, this task will become increasingly difficult.

It has been said that "there may be no greater measure of people than the condition of the environment they leave behind." In Colorado it is hoped that the condition will remain as good as it has been in the past.

Heritage '76

- Find out how the C.C.C. and other similar programs have improved the quality of the environment in Colorado.
- Trace the history of the buffalo in Colorado from the late 1800's until the last wild buffalo was killed in Lost Park not long after the turn of the century.
- Choose one of the areas of the national park system in Colorado and describe some of the conservation practices being carried on in that area.
- Compile a current list of the mammals and birds that are protected by law.
- Research books, newspapers, and magazines containing Colorado history to find the names of men and women who have been instrumental in the quest for a quality environment in Colorado during the past 100 years. Write a short description of the accomplishments of each person.
- Conduct a study in which a number of farmers are interviewed about pollution on their farms.
- Trace the history of farming practices and analyze what these practices have done to the environment.
- Identify those mining or industrial facilities which once were located in the state but no longer are there. Find out what they produced and what effect they had on the environment.
- Invite older members of the community to speak to your class. Ask them to share with you how the population influx has changed the area. Ask them what changes they think will occur in the next 50 years in the area.
- List and describe those geological features of your area which attract population to the area. Give specific examples of attributes these features have given to the state.

• Examine some old deeds, wills, and court records. Try to find out something about the trees or the land from them. Perhaps you will find records of trees, creeks, etc., that no longer exist in the area.

• Find out what kind of medical facilities are located in Colorado because of the environment.

• Identify all trees in your community that are at least 100 years old. Publish a list of them. Construct a map showing their location.

Horizons '76

• Investigate the life history of the black-footed ferret in Colorado (the most endangered species of animal in the state) and devise a plan to help protect these animals.

• Find out what is being done to improve the environment of the Platte River as it flows through the Denver area.

• Choose an environmental problem (energy, air pollution, etc.) as it relates to Colorado and make a collage of pictures depicting the problem.

• Investigate the problems of water and air pollution and local and state energy needs. Conduct a debate on the wisdom of the operation of a nuclear power plant along the front range or extraction of oil from oil shale on the western slope. The focus of the debate might be on the need for power and energy versus the requirements for maintaining a livable environment.

• Predict the changes in hunting regulations which are likely to occur in the future as a result of environmental concerns. Join a group of students to develop a set of practical regulations and present them to the appropriate persons for review and possible action.

• Invite a person who is doing environmental work to speak to your class. Have the person describe his or her work and the preparation that is needed for that work.

• Project your life for the next 50 years. Do this for five-and ten-year intervals. Try to answer such questions as: How old will I be? What will the environment be like? What technological advances will be available? How will my life change?

• Select an area of publicly owned land. Develop a plan for improving and beautifying that area. Identify both long-term goals and immediate actions needed. Enlist the support of others in the community. Put your plan into operation to make that site better for future generations of citizens.

• Construct a model of a mass transit system to connect the suburbs and major population centers in Colorado.

• Construct a model or do an illustration of a city in the future in which no automobiles are found.

• Prepare a plan and construct a model of how a natural area adjacent to the school or community can be improved with a nature walk, pond, and sculpture.

• Design an electric car model for commuting from your home to school, the shoping plaza, and your parents' place of employment.

• Select a vacant lot in your community and prepare a plan with drawings and a model of how it might be used for young children.

• Debate the merits and dangers of reintroduction of the Grizzly Bear into Colorado.

Festival U.S.A.

• Conduct a mock courtroom trial with some industry or individual being brought to trial for deeds committed against the environment in Colorado. Have some students play the roles of lawyers, witnesses, judge, etc., and have the remainder of the class be the jury.

• Build a "litter monster" by stuffing litter picked up from the school grounds on a frame built of chicken wire and 2 x 4's. Display this at a local shopping mall and have some students there talk to the public about litter prevention and recycling.

• Have a "junk-a-thon" and clean up a certain area. Ask people to donate a certain amount of money per pound of trash that is picked up. Donate this money to some worthy conservation cause.

• Conduct an environmental scavanger hunt on the school grounds with the students collecting specific materials (aluminum, glass, cigarette butts) and also a certain amount of trash (e.g. 5 pounds of trash).

• Prepare a bulletin board that shows any of the following: birds of Colorado; fish of Colorado; mammals of Colorado; wildflowers of Colorado; trees of Colorado; endangered species of Colorado; local, state and federal environmental organizations; and minerals of Colorado.

• Plant a tree so that future generations may enjoy it. Perhaps it will be here for the celebration of the 300th anniversary of our nation. Talk with a forester or an agricultural agent about your selection. Get others to help you. Hold a dedication ceremony.

• Have a person of minority background come to the classroom to give a program about the role of minorities in conservation in Colorado (e.g. blacks working in the National Park System).

• Research the role of ethnic minorities in the conservation movement in the state during the past 100 years.

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Communications and Transportation

Out of the vast haze across the western plains loom the Great Rocky Mountains, a barrier so great that it virtually halted communication and commerce between the east and west coasts of the United States until the middle of the 19th century. Early explorers were stopped often by the mountains. Traders and trappers had to cross the panoramic majesty of this North American mountain chain to bring their goods to market. Frequently, winter travel was impossible and no form of communication existed other than that carried by word of mouth. As the Rockies separated east from west, also they split the territory of Colorado in half.

With the coming of the gold seekers, the Overland Stage and the Pony Express mail service were established and the settlement of the west was begun. The railroad and telegraph heralded the land rush and the end of the Indian way of life. The mountain man and the cowboy, the farmer and rancher, and the businessman in Colorado all owe their existence to crude and then more and more modern methods of communication and transport. Thus, one of the most important areas of consideration in the epic settlement of Colorado and the Rocky Mountain West is the development and improvement of communications and transportation.

Today both transportation and communications have reached or gone beyond the portrayals in the Buck Rogers series of the early thirties. In those days, spaceships, jet propulsion, television and voice communication over unlimited distances were largely figments of the imagination. But imagination, education and steadily improved technological developments have brought us to "the world of tomorrow." With man's knowledge doubling and even tripling every few years, who knows what the future has in store for us in terms of transportation and communication?

Communications

Heritage '76

- Have students replay the invention of the telegraph and report on its inventor.
- Write a creative story involving the telegraph in the old west (i.e. about a person who "saved the town" by getting a message out on the telegraph).
- Have students find out who invented the telephone, the circumstance surrounding the invention and the early use of the telephone.
- Discuss the role communications improvements have played in bringing about increased understanding among races and cultures nationwide.
- Have a discussion comparing the use of the telephone fifty years ago with its use today.
- Develop a project in which you demonstrate how changes in communication from revolutionary times to the present have been responsible for certain changes in our society. Show how early forms of communication reached only a few people while today's forms of communication can reach millions in a few minutes.
- Write a report on the transistor radio, its invention and use.
- Write a report on the crystal radio set.
- Discuss citizen's band radio and find out roughly the number of citizen's band operators in the state. Contact the Communications Division, Colorado Department of Administration.
- Describe the methods of the pony express. Trace the path and outposts of the pony express.
- Trace the postal system in the Colorado gold mining days. What problems did it have, how did it solve them?
- Trace the origin of the leading Colorado newspapers and/or your local newspaper. Name the leading papers of 100 years ago.

- Collect famous headlines of the past one hundred years and compile them into collages and murals.
- Put together and display various kinds of Colorado magazines (i.e., news magazines, feature magazines, professional magazines, etc.).
- Teach students the uses of braille in education, entertainment. Have students learn the braille alphabet.
- Trace the history of the tape recorder, including the early days of the wire recorder. Make sure reel-to-reel, eight track and casette tapes are all researched.
- Study the origin of Western Union and the other wire services, their methods of operating today, how they work.

Horizons '76

- Project communications developments into the future and discuss how newer forms of communication will affect world language and the relationships among peoples of the world.
- Explain the uses of the telegraph today.
- Have students describe the ways in which the telephone has changed our methods of communication.
- Have your students write reports on the various types of telephone communications available today. Be sure they include Wide Area Tele-communications Service (WATS), Mobile telephone units, the push-button phone, the bellboy, etc.
- Have students predict a service that will be available by phone in the future and write a creative story on futuristic service. Contact the phone company for information on future services.
- Discuss the problems of the U.S. mail system today, the postal rates, "junk" mail, competition and possible future developments in this area.
- Have students write a report on the record and tape industries.
- Choose advertisements from foreign language newspapers or any other foreign language resources. Try to determine the meanings. Start with relatively easy ones, such as Coca-Cola's logo in other languages and slowly work towards more obscure, difficult advertisements. Have the students try to determine the relationship, if any, between the advertisement's product and the ethnic group the paper is directed toward.
- Have students research the various kinds of speaking records that are used for the blind and physically handicapped.
- Trace the origins of the recording industry of today. Discuss various kinds of music being recorded today such as rock, jazz rock, blues, blues rock, rockabilly, soul, motown, sound, classical, swing, big band, teardrop rock, country rock, etc. Have students determine total number of records they have and types of music these represent. How many records does the class have together?
- Cover the satellite as a telecommunications aid in all fields.
- Discuss the advent of cable television and the extent of its use in Colorado and the country at the present and its prospects for use in the future.
- Discuss likely effects of communications advances on future ethnic and cultural developments in both our state and nation.

Festival U.S.A.

- As a class project, make a telegraph and learn how to send and receive messages.
- Have students examine the uses of the telephone in plays, movies, and television programs.
- Learn how to play tunes on the push-button phone. Students may want to compile a book of push-button tunes.
- Write a song (with lyrics) for use on the push-button telephone.
- Take an excursion to a radio station to find out about the workings of broadcasting.
- Find recordings of the old-time radio shows, such as the Jack Benny and Bob Hope shows. Play and compare them to modern day radio programming. Was radio programming then more or less imaginative, entertaining, news or music oriented than it is today?
- Have someone from a radio station come to your class to talk about the behind-the-scenes radio workings, such as the way radio stations solicit advertising and methods of collecting news.
- As a class project, build a small radio receiving transistor.
- Find someone with a ham radio operation who will show the students the equipment and give a demonstration of the operation.
- Make groups of about four or five students and have each design and write copy for a newspaper from a given time in Colorado's history (i.e., one group has the year 1876, another 1900 etc). Have the students include a front page, business section, funnies, and so on. The articles they write may involve any relevant issues of the time.
- If your school has access to video tape recording equipment, record portions of a television show or several of the better commercials. Record school events.
- Scout the archives of the local public library for issues of several different American foreign language newspapers and for magazines. Make copies of five or six which describe the same major event. Post the headlines on the bulletin board and see if the students can figure out the event and the languages represented.
- Have small groups get together to present a mock radio program, with commercials, music, and other programming students wish to include.

Transportation

Heritage '76

- Research and describe the building of Colorado's first railroad, the Colorado Central. Include the conflicts at that time between the cities of Denver and Golden.
- Have students research and describe the history of the building of the South Park Lines.
- Describe the role John Evans played in the development of the railroad industry.
- Discuss the railroad situation in Pueblo after the arrival of the Santa Fe Railroad.
- Make topographical maps of this state and the railroads in it during each decade, (i.e. assign one student 1850-1860, another 1860-1870 and so on).
- Write reports on various Colorado railroad industry contributions to transportation.
- Explain the origin and fate of the Denver and New Orleans Construction Company.
- Write a report on the conditions, wages and work of the early railroad builder.
- Research and report on minority contributions to the development and improvement of transportation in the state and the nation.
- As a class, discuss the use of horses and buggies in the latter part of the nineteenth century.
- Have students trace the origins of the stagecoach. Trace the history and utilization of wagon trains.
- Discuss the effect that cars had upon cities, upon the railroad industry, upon the development of public highways, passes, etc.
- Prepare a report on highways from their crude beginnings to the modern day interstate system. This topic may be too broad for one student and you may wish to assign parts to different students (i.e. have one set of students work on the Colorado highways, another group on the United States highways, another on Interstates and yet another group on city roads).
- Have students write reports on the invention and early use of the stoplight, the parking meter and the Denver boot.
- Explore the laws of your city, town or county to find out how speed limits have changed over the years and to find out generally what laws governing the automobile have been in existence.
- Have your students write a report on the economic aspects of owning a car in various eras.
- Discuss the role that the trolley car played throughout the history of Denver.
- Study the earliest use of buses in transporting people to various places in your community.
- Have your students write a report on the growth of the trucker's union, the Teamsters. Also find out how the name of the union originated.
- Discuss the origins and growth of Colorado airports.
- Prepare a report on the origin of the jet plane and its subsequent use. Also include facts on the size of planes today and years ago.
- Have students write reports on the design and use of the diesel, steam, gasoline, and electric engines. Have your students write an essay on the transportation of the future. Have your students write a report on any astronauts who have lived in Colorado.
- Have students report on the origins and early use of the bicycle. Discuss the different uses of the bicycle today.
- Discuss the early use of skis in mountain transportation.

Horizons '76

- Discuss the need for a transportation system and analyze the workings of the Regional Transportation District (RTD) in metropolitan Denver.
- Examine the various uses of school buses. Some equate the words "school bus" with desegregation, but there are many other things for which buses are used. Discuss these uses and determine as a class whether or not you feel the buses are adequate for your school's needs.
- Write a report on the different kinds of trucks in use today (i.e. semis, vans, pickups, mail trucks, etc.).
- Find out how much of the country's freight is shipped by truck, rail, and airplane.
- As a class, analyze the proposal for a Denver area Automatic Rapid Transit (ART) system, and its predecessor, the scrapped Personal Rapid Transit (PRT). Discuss the other possibilities that are available.
- Build a model of a futuristic airport after extensively discussing the problems that today's airports face and means to solve them.
- Have your students write a report on the use of helicopters in Colorado for purposes of lifesaving, transportation, and rescue squad needs.
- Discuss the use of the snowmobile in transportation.
- Write a report on the various types of equipment used in the mountains to aid transportation.
- Write a report on the Eisenhower tunnel, its past problems and its future.

Festival U.S.A.

- Have students write a report on the first cars in Colorado and find out if there are any antiques of this early vintage still in existence. If so, arrange an excursion to see them.
- Take an excursion to a museum with old railroad artifacts.
- As a class, build a small replica of a railroad going through a mountain pass. Have tracks laid over a mountain stream and a valley through a tunnel.
- Build a horse-drawn buggy as a class project.
- Locate an old trolley car and explore it as to size, shape and dimensions. Also, gather photographs of trolley cars when they were wired up.
- Take an excursion to an airport and observe its operations from the control tower. Report on the building of Stapleton International Airport and its size today.
- Have your students write a report on the races and bicycle events that are held annually in your community and throughout the state.

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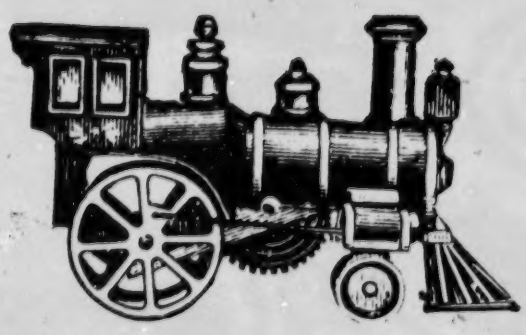

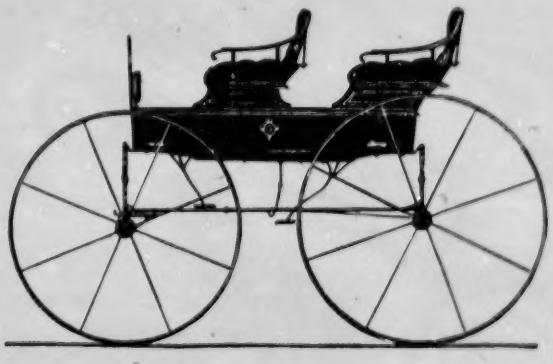

Arts and Humanities

Art, music and literature provide opportunities to explore Colorado's cultural heritage. Through the study of the arts, students are provided with the means to bring form to their dreams.

LITERATURE AND MEDIA

"Language is primarily a living process: it is both a subjective and communicative process central to all human life and learning. Readers of all ages respond to beautiful language. Students can explore language through improvised drama, role-playing, task groups, composition, speaking media, etc. Composing can be a means of self-discovery, and its processes are ways of giving order to human experience. The Bicentennial celebration offers opportunities for students to enrich their lives through appropriate language arts activities. The pioneer period abounds in colorful language and literature. Colorado has produced many literary figures from ethnic groups and different walks of life. Local communities are a rich source for artistic investigation and ideal subjects for the art of composing. Reenacting the drama of human experience in all stages of our state's and nation's development is a challenge to every student of theatre. Poetry in Colorado began in the territorial days. A.O. McGrew's poem about gold helped publicize the Great Colorado Gold Rush. L.N. Greenleaf wrote a Centennial Poem in 1876. Stanley wood, Helen Hunt Jackson, Alfred Damon Runyon, and Thomas Hornsby Farril are other historically significant poets. Colorado has served as an inspiration for many people who came here. Notable among those are Katherine Lee Bates who was inspired to write "America the Beautiful" while standing atop Pikes Peak in 1893. Walt Whitman responded to the beauty of the Platte Canyon by writing the "Spirit that Formed the Scene."

Prose literature in Colorado is quite diverse. Enos Mills wrote "The Story of the Thousand Year Pine." Other notable Colorado writers are Chauncey Thomas, Wilbur Steele, William Macleod Raine, Robert Bennet, and Stephen Payne. Among Books about Colorado are *Little Britches* by Ralph Moody, *Lilies of the Field* and *Left Hand of God* by William Barrett, and *Centennial* by James Michener. Early theater and drama in Colorado reflects our mining town heritage. Melodrama and regional tales were performed in saloons and mining camps across the state. The early 1880's saw three major theaters being built for the importation of more classical drama and opera productions. The Central City Opera House, the Silver King in Leadville, and The Tabor Grand Opera House in Denver helped educate Colorado audiences to a more "legitimate" form of theater. Later on in this century, John Elitch and Helen Bonfils built theaters to perpetuate this heritage.

MUSIC

Musicians and their music have been a part of the American scene since the time of the colonists. The early settlers focused most of their musical attention on the singing of psalms and occasionally became involved in the performance of instrumental music brought to this continent from Europe. During the first half of the nineteenth century, native composers, such as Lowell Mason and numerous hymn writers, became renowned. The minstrel show became a favorite diversion, and Stephen Foster wrote melodies that have since become folk songs. The twentieth century has witnessed a marked increase in American musical activity. Americans have come to realize the unique contributions of jazz, musical comedy, rock and country music to the world's musical culture. Much of this popular style music has distinctive qualities which have given it a vogue throughout the world.

Students seldom have the opportunity to participate in and experience events of such significance as the Centennial-Bicentennial. For this reason, it is important

that schools in Colorado plan and develop musical activities to commemorate the events recalling our nation's history and heritage. "Honky Tonk" piano and violin were the most common instrumental music forms heard in early Colorado days. Working songs, folk songs, gospel music and various Indian chants were common vocal musical forms. After the turn of the century many local symphonies and bands were started up and finally Denver was able to support a major symphony orchestra. Some famous musicians from Colorado are Paul Whiteman, Judy Collins, John Denver, and Eugene Fodor.

VISUAL ARTS

Colorado's aesthetic heritage is found throughout the state. Our schools provide each student with the materials and the processes of the visual arts to communicate his or her feelings about life today. The artist today applies an aesthetic criteria in determining changes in our visual world. He has left us a visual heritage with which we celebrate today and use to plan for tomorrow. Historically, the German artist Albert Bierstadt is most responsible for representing the beauty of Colorado to an international community. Also, early sketches by A.E. Mathews aquainted many people to our region. As a result, the 1870's saw an art colony develop in Colorado Springs. Other notable Colorado artists were Thomas Moran, Charles Craig, Henry Read and Allen True. Denver is famous for its beautifully designed parks decorated with fine sculptures. Early photographers in Colorado were S.N. Carvalho, who made early "Daguerreo-types" of the Rockies and William Henry Jackson.

Colorado has a great Architectural heritage. The Indians and Spanish left many early dwellings throughout the state. Colorado's great variety of building materials is one reason so many styles are present here. Today you can still see cliff dwellings, teepees, wickiups, adobe, natural rock, log, sod, sandstone, brick and so on. Some of Colorado's most notable buildings are the Molly Brown House, the Lace House in Blackhawk, the Chappell House, Union Station, the Broadmoor, the Colorado State Capital, the Air Force Academy and the National Center for Atmospheric Research in Boulder.

Colorado is involved in many forms of arts and humanities and the preservation of these. The Aspen Institute of Humanistic Studies and the Annual International Design Conference in Aspen are interested in pursuing humanistics problems and sharing advancements in the arts and humanities. Colorado has many museums preserving our cultural heritage. Among these are Bent's Fort, Mesa Verde, Denver Museum of Natural History, Denver Art Museum, and the Colorado State Historical Museum. Crafts in Colorado are quite numerous. The Indian and Spanish residents of this part of the country have left a strong craft heritage in pottery, baskets, rugs, blankets, sand painting, jewelry, costumes and fabrics and painting on skins, as well as a rich mythological heritage in symbols. Pioneers and early Colorado residents brought most of their crafts from the east. Most of them traveled light though and brought their cultural hopes in their hearts. Many pioneers adopted Indian styles to their lifestyle using hides, bones, wood, etc., to make their crafts, clothing and utensils.

Heritage '76

- Form committees to develop a series of programs dealing with topics such as the following: literature of the Revolutionary Period, changes in language usage since revolutionary times, emergence of English as the national language. For speakers, invite teachers from your school, local college teachers, and community leaders. Programs could include poetry readings, lectures, slide-tape presentations, and discussions. Ask the school librarian to display books and materials dealing with the revolutionary and pioneer periods, including examples of spelling and handwriting. Write to companies which publish dictionaries for information about changes in the English language. Advertise the programs in your school newspaper and in the local community papers.
- Develop a literary brochure about Colorado and Colorado authors. List all literary contributions of Colorado with excerpts of their works. Include articles and stories written about Colorado by out-of state authors. Draw literary maps of Colorado or your own regional areas. Indicate the locations where authors lived or wrote and where stories about Colorado occurred.
- Produce a newspaper similar to those published during the revolutionary or pioneer periods. Write articles about events of that time; include the language used during the period. Include advertisements and restaurant menus of the period. Visit your community newspaper office and research old newspapers. Obtain permission to reprint a few old newspaper stories on historical events.
- Develop a historical narrative of your school community. Obtain data from senior citizens who have lived in the community for many years. Trace family background by organizing graveyard searches in which you examine notations on tombstones. Research old newspapers and magazines published in your community. Take snapshots of historical homes and buildings and include them in your report.
- Produce a literary magazine containing elements of local color in your community. Interview old people for stories, legends, old-time remedies for illnesses, favorite recipes, and occupations which are unique to your geographical areas. Use tape recorders to capture local dialects and include these dialects in the magazine articles. Also, insert diagrams and pictures to enhance the articles.
- Participate in a project dealing with folklore or writers. Develop a list of books on your subject by going to your media center and the public libraries. Make a display of some of the books or articles for use in your classroom or the media center. Include some written reviews of the books you have read. Duplicate your list of books for other members of your class.
- Form a debating team in your school. Investigate historical questions and issues for debate topics. Reenact some famous debates in history, such as the Lincoln-Douglas Debate.
- Research the music of the early periods in American history (i.e.,music of the New England settlers, music of the Spanish settlers, music of the westward movement, music of the Afro-americans, music of the Revolution, music of the American Indians, music of the presidents).
- Research and contributions of musicians to early society (i.e., musicians in the service of their country, musicians in the church, the role of musicians in the entertainment of early colonists).
- Perform the music of early periods in American history.
- Construct musical instruments used during early periods in American history (i.e., drums, fife, banjo, zither).
- Construct a diorama depicting the life style of the early settlers in a particular part of Colorado.
- Show reproductions or slides that illustrate the romantic images of the West as depicted by the American landscape artists: Thomas Cole, Thomas Chambers, or

George Bingham and discuss their influence on the westward movement.

- Study original paintings and murals or reproductions or slides of the Revolutionary War and the Civil War by artists, such as Winslow Homer, Eastman Johnson, David Gilmour, Joseph Love, George Bingham, or Blyth and William Morris Hunt. Discuss the role of the artist as an interpreter of historical events and his impact on public attitudes, values, and opinions.
- Prepare visual props for a dramatic skit based on an epochal moment in American history occurring in Colorado.
- Plan a field trip to a point of historical interest and record the experience with drawings, paintings, and photographs for a class report.
- Construct a macrame wall hanging or item of wearing apparel.
- Construct paper mache figures and dress them in the costumes that depict their roles in the history of Colorado (e.g., a mountain man, a trapper, an Indian, a Civil War soldier).
- Study original examples or view reproductions or slides of Indian pottery and construct a pot or bowl using the coil or slab method. Decorate the object with design motifs and colors that reflect the Indian culture.
- Prepare a collection of early craft items, hand tools, and utensils typical of your area for a school exhibit. Construct drawings, diagrams or models to illustrate how the items were used in the early settlements. Plan a field trip or draw/paint/or photograph favorite old buildings in your community.
- Do a sand painting.
- Design commemorative jewelry using American Indian designs.
- Make a typical Indian dinner.
- Write and produce an original melodrama.
- Build a covered wagon.
- Make cornstalk dolls.
- Design and create Indian beadwork.
- Using different types of barb wire and old wood, create a wall hanging.
- Build a scale model of a "soddy".
- Have a poetry reading of poems by old Colorado poets.
- Make a loom and learn the art of weaving. Compare your pattern and type of weaving to local Indians'.
- Find out about "old wives tales" common to your area. Find out about local remedies. Write to Shell Oil for their calendars on this subject. Design your own ad to sell one of these remedies.
- Trace the development of itinerant and ethnic craftsmen (i.e., calico printers who stamped calico cloth; silhouette cutters who cut silhouettes telling a story; wall paper printers). Do a block print design on fabric or draw a design. Simplify the lines and cut it into a silhouette.
- Trace the origins and history of local Indians, or other ethnic groups in your area. Compile traditions, recipes, and customs of that group. Find out one contribution made by a person of the same ethnic group to your state or nation.
- Trace the history of Spanish architecture in your locality. Ask knowledgeable persons to give a tour or lecture.
- Find out the origin of geographical names in English and in other languages; also the names of schools and streets in your area.
- Plan a program of noted Colorado women's works or those of an ethnic group in your area.
- Find out the most numerous ethnic groups in your school attendance and prepare ethnic Grandma's trunks for each. Fill the trunks with artifacts that a real grandmother of each ethnic group might have preserved. Open the trunk and pass the items around to the students. Have them try to describe the use of the item and suggest why someone might want to save the item. Have students sort the items into two piles, one that includes things that any grandmother might have such as family photographs, baby shoes, graduation exercise programs etc. . . and one pile which includes things that are different or ethnically derived (e.g., Indian beadwork, a statue of St. Anthony, etc.). An example of the kinds of items one might include is given in the inventory of one of the trunks developed by the Colorado State Historical Society. The Society has prepared trunks for Japanese, Cheyenne, and Mexican Americans.

Horizons '76

- Prepare a photographic survey of old buildings, public and private, in your community and hold a class discussion on which of the buildings have historical significance or aesthetic qualities. Prepare reports defending your choice and making recommendations on how the building can be restored, preserved, or used as a community center.
- Select an old community building or house which is neglected and prepare a plan with drawings, diagrams and paintings to show how the building would be used as a museum and art center for the community.
- Construct a model of an elevated high-speed monorail system to connect the suburbs and major population centers of Colorado.
- Study historical monuments and construct a model of a contemporary monument commemorating a significant event, public issue, or person.
- Draw or paint an imaginary version of a human habitat in the future for a specific environment, such as an underwater city, a city on the moon, a desert city, an underground city, a house in a tree, a city at the North Pole.
- Construct a model or do an illustration of a city in the future in which no automobiles are found.
- Plan a landscape design for the entrance to your school which includes cement and vermiculite sculpture pieces prepared by the students as part of the setting.

- Design an electric car model for commuting between school and home, the shopping plaza, and your parents' place of employment.
- Design a mural for an exterior wall of your school relating to the historical origin of the school or community and prepare a plan of action for executing the mural in acrylics or ceramics.
- Perform innovative music written by contemporary American composers. Investigate innovative music (i.e., electronic music, experimental music theatre, chance music).
- Perform innovative music written by students.
- Construct newly designed musical instruments or instruments never before used.
- Create new forms of musical expression.
- Initiate a letter campaign to the appropriate legislative body in your community for the preservation and restoration of historical buildings. In the letters, list the advantages and benefits to the community. Include ways in which the students in your school could help in the community project. Organize a committee to help plan the letter campaign and to implement it.
- Plan a field trip to visit historic places in your community. Before your trip, investigate these places, find their location on a map, and determine the part these places have played in history. After the trip, write an article for your school newspaper, expressing your ideas and feelings about the value of these places as historical shrines.
- Plan a panel discussion dealing with historical themes in American literature. Discuss the authors who have stressed characteristics which have made America the great nation it is today. Compile a list of these authors and their works for class distribution.
- Trace the history of advertising in this country from the revolutionary period to the present. Show how the language and presentation techniques have changed to make communication easier and how the changes have helped the economy improve. Contrast these techniques with those of other countries. Discuss how advertising gives an indication of a country's economic picture.
- Plan a series of dramatic readings of some of the famous speeches of American patriots. After each speech, discuss the content in terms of patriotism, humanism, individualism, freedom of expression. Contrast these items with our present political situation. Determine whether American values have changed through the years.
- Write an essay in which you express your feelings about life in America, the freedoms you enjoy, and the ways in which you can help to preserve these freedoms. Address this essay to a person who has just arrived in the United States and who is unfamiliar with the American way of living.
- Make a notebook in which you include pictures or sketches of famous Americans in our history. Underneath each picture, write the contribution of each person making America a great nation.
- Have slide show of Famous Colorado Artists.
- Tour the Denver Civic Center.

Festival U.S.A.

- Plan a Pioneer fair where students and parents can display and demonstrate pioneer crafts, clothing, food and dances.
- Have a high school quilt contest - the class makes the quilt. Each school has one winner, each county has one winner, and the state winner is displayed in the capital or the historical museum.
- Create an exhibit of photos done by students of Colorado scenes.
- Tour the Molly Brown House.
- Choose an old rundown neighborhood and make plans on how to revitalize and remodel it.
- Discover old plays or modern plays with historical themes. To save royalties, rewrite them with different dialogue and stage directions. Re-orchestrate musicals with the assistance of music students. Perform the rewritten plays in your school.
- Write and perform an original musical pageant based upon one of the early periods in American history (i.e., music of the New England settlers, music of the Spanish settlers, music of the westward movement, music of the Afro-Americans, music of the Revolution, music of the American Indians, music of the presidents).
- Investigate plays of the revolutionary period, such as Rovall Tyler's "The Contrast" (first performed American comedy), John Leacock's "The Fall of British Tyranny," or John Burke's "Bunker Hill." Enact scenes from the play or get the school to sponsor performances of these plays in cooperation with community theater groups.
- As a school project with other members of your class, research historical places in your community. Develop slide-tape presentations with scenes of these places or produce a student film tracing the history of the areas. Seek the cooperation of your local chamber of commerce as a resource for additional information.
- Research games played by children during the revolutionary period by looking through historical references and museum files. Reenact these games in class and compare them with games children play today. List ways in which the games of each period are the same and ways in which they are different. Determine how the games reflect the life of the period.
- Make a list of important events in our history which helped make our nation free and independent. Choose those which you feel have dramatic impact and write a script for some scenes of these events. Utilize creative dramatics in order to create the spirit and atmosphere of the time. Present some dramatic readings as part of this project.
- Make a tape recording of the Declaration of Independence with other members of your class. With the help of the teacher, select sections for individuals and groups, combining these into a choral reading presentation. Present the choral reading as part of an assembly program for the school. Indicate in your introduction the important part the Declaration of Independence has played in America's freedom today.
- Search through the community for old pictures and postcards depicting scenes of the past history of your community. Secure this material from friends, relatives, newspaper offices, libararies, museums, and photography studios. Make a collage of the materials you have collected to trace the history of your area. Draw scenes of events for any gaps that may occur in your collection.
- Create stories or plays about historic events which have occurred in your community. Look through any written records in the city hall, library, or historical buildings and museums. Interview older citizens who participated in some of the events or who heard about them from their parents. Develop these stories into a pageant with the help of your teachers.
- Perform the music of American composers whose works are representative of various periods in American history (American composers could include: William Billings, 18th century; Stephen Foster, Louis Gootschalk, Edward MacDowell, and John Alden Carpenter, 19th century; George Gershwin, Aaron Copland, John Philip Sousa, and W.C. Handy, early 20th century).
- Construct a mural depicting the celebration of a historical event in Colorado.
- Conduct a "show and tell" program to display and discuss cultural artifacts belonging to your parents.
- Plan an ethnic fair where students and parents can display and demonstrate the native arts, crafts, houses, clothing, foods, and dances of their ancestral origin.
- Study the sociological and religious significance of African masks, costumes, dances; and construct a replica of an African mask; design a motif based on African symbols which can be used to enhance an item of wearing apparel or to provide a decorative element in an interior design; or design costumes and demonstrate a series of authentic African dances.
- Plan an interdisciplinary festival of the arts around the pageantry of a great historical event or idea in America and design posters and bill boards to advertise the event; design and construct banners and booths for the exhibits; select a unifying design motif and theme to advertise the fair.
- Design a poster and a billboard for the Fourth of July celebration in your town.
- Study the history of heraldry and design a coat-of-arms or crest that expresses the spirit of your school or one of its departments.
- Describe the celebration of a national holiday, a fair, a parade, or some other community event in your town with drawings, paintings, or photographs.
- Plan, design, and construct an environmental area for your school which incorporates man-made sculpture into the natural landscape.
- View Norman Rockwell's "Four Freedoms" paintings and create original paintings illustrating your conception of the four themes: freedom of worship, freedom

from fear, freedom to assemble, and freedom from want.

- Plan a rapid transit program for down town Denver to avoid pollution.
- Write a Colorado state song.
- Write a Colorado state poem.
- Have each foreign language club in your school do a display on the arts of their region and prepare food to be sold for a Centennial-Bicentennial day at your school.
- Plan a Fiesta to celebrate Mexican Independence Day. Prepare and serve Mexican foods. Make pinatas. Write plays showing the historical significant events in that culture. Learn and present music and cultural dances. Involve the adusts in your area. Do similiar project for other ethnic groups in your area.
- Plan a diet based on the availability of foodstuffs in your area.
- Identify minority ethnic art forms emerging in various communities throughout our state.

FOR FURTHER STUDY

Brettell, Richard R. *Historic Denver, The Architects and the Architecture, 1858-1893.* Denver, Co.: Historic Denver, Inc., 1974. Includes many historic photos of the city.

Borland, Hal. *The Seventh Winter.* Philadelphia, Pa.: Lippincott, 1960. True story of a cattleman and his family on a Colorado ranch as they struggle against storm and hardship.

Borland, Hal. *When the Legends Die.* Philadelphia, Pa.: Lippincott, 1963. Thomas Black Bull, born on a Ute reservation, learns to accept his Indian heritage after a series of conflicts in his life as a rodeo rider.

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Ferril, Thomas H. *High Passage.* New York, N.Y.: AMS Press, 1926. A collection of poems by a noted Colorado poet.

Jones, William C. *Rail Fiction Classics.* Denver, Colorado: Inter-mountain chapter, N.R.H.S., 1974. A collection of railroad fiction stories from 1900-1930's by Gilbert Lathrop, Frank Spearmen and Cy Warman.

Laubin, Reginald and Gladys. *The Indian Tipi: Its History, Construction , and use.* Norman, Oklahoma: University of Oklahoma Press, 1957. The art of making the tipi with an account of its uses.

Lee, W. Storrs, editor, *Colorado: A Literary Chronicle.* New York, N.Y.: Funk & Wagnalls, 1970. Eyewitness stories of Colorado covering the last 400 years, arranged chronologically.

Pioneer Skills. Slides. Loveland, Co.: Donars Productions. Set of 20 slides with printed notes. Color photos show the crafts of the pioneer era.

Southwest Indian Crafts. Filmstrip-sound. Kansas City, Mo. RMI Educational Films, Inc. 1 film strip of 58 frames with record or cassette tape. Includes pottery making, weaving, carving and silver.

Wheeler, E.L. *Deadwood Dick's Leadville Lay.* Palmer Lake, Co.: Filter Press, 1971. Facimile of an old Dime Novel.

Recreation

Colorado is perhaps best known for its year-round recreation opportunities. Fishing, hunting, camping and skiing are just a few of the thirty-four separate kinds of out-door recreation activities available in the state. In addition the state is known for its avid support of pro and amateur athletics such as golf, tennis, basketball, football and baseball. Historic outdoor recreation sites stretch from one end of the state to the other including eleven national forests, two grasslands, six primitive and five wilderness areas, twenty-four ski areas, hundreds of campgrounds and a variety of other outdoor recreation areas totaling 24,800,000 acres, about one-third of the total area of the state. From Rocky Mountain National Park to Central City, Cripple Creek and Mesa Verde, Colorado is covered with recreational activity sites. The third largest industry in the state, recreation is a chief source of revenue. Manufacturing of everything from camping and hiking to skiing and fishing equipment provides many jobs and stable year-round sources of revenue. More people move to Colorado each year with the goal of living and playing year-round in this recreational wonderland.

In 1970, Colorado provided 34,000,000 outdoor recreation days, 79 percent to state residents. Estimated 1975 total demand is 480,000,000 days of outdoor recreation, a 40 percent increase in five years. The growth in recreational demand in Colorado is four times the rate of growth of the nation's population. As a result Colorado's great natural heritage as a land of outdoor recreation is threatened. Its natural beauty, mirrored in quiet lakes, sylvan valleys and panoramic horizons, is becoming subject to the crushing advance of burgeoning population growth and exploitive development. Harsh measures must be taken soon to maintain the present state of the outdoors and prevent overuse of our most precious heritage. With care and interest on the part of her people Colorado can be preserved for the enjoyment and inspiration of millions of Americans to come.

Heritage '76

- Persuade your school sports director or coach to talk to interested groups on the history and importance of recreation in your school. Other persons who would be able to lecture on recreation and related fields and activities are the Chamber of Commerce Secretary, the State Parks and Recreation Director, college or university athletics directors, and State Department of Natural Resources representatives.
- Visit a recreation spot near you. Study the history of that area before you go.
- How did the County Fair in your county get started? What year was the first fair held? Name some of the recreational activities which take place at the fair. Contact the fair committee and see how long these activities have been held at the fair and if any are no longer held which could be named. Report your findings to the class.
- What are some of the recreational activities early pioneers and settlers participated in in Colorado? Talk to some of the older members of your community and ask them what they did for fun while growing up. Describe these and tell whether they are still being done today. If not, can you think of reasons for their demise?
- Plan a pioneer fair where students and parents can participate in early recreational activities such as 3-legged races, buffalo chip throwing and a turkey shoot.
- Take one day and try to live as the pioneers or early residents of your area did; cooking, eating traditional foods, going without electricity, heating, cars, etc. In class discuss your reactions to that lifestyle.
- Initiate a preservation project by encouraging residents to search their homes for historic recreational items for possible donations to local museums.
- Hold a contest featuring sports of the past.
- Organize a class trip to historical points of interest in Colorado. A tour through the State Capitol Building in Denver could be a fun learning experience.

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• Identify past recreational sites in your area or region that no longer operate. What happened to these sites?

• List ethnic contributions to recreation in Colorado. Can you name Colorado athletes who are members of different ethnic groups?

Horizons '76

• Recreation professions are becoming more prevalent in our society because of the increasing importance of recreation in our lives. Can you name persons in your community and school whose jobs are recreation oriented or related?

• Discuss and list recreational activities which you think might become more popular and widespread in the future.

• Discuss things you can do to insure the preservation of recreational opportunities in Colorado for your children and your children's children. For a rewarding activity clean up your school and local parks and recreation areas. Encourage community concern and participation in these efforts.

• List and describe geographical features in your area which attract tourists. What are some future implications of recreation-related progress and its effect on the land?

• Select a vacant lot in your community and prepare a plan with drawings and a model of how it might be used as a play area for young children. Submit your ideas to your local city council.

• Bury a Centennial-Bicentennial box of current literature on recreation, clothes, objects and a list of your own future predictions to be opened on a future date. Include recent sport awards listings and pictures of city/school teams.

• "Recreation" is a big business in Colorado. Contact your local chamber of commerce for a list of recreation oriented businesses in your community.

• How much land in our state has been set aside specifically for recreational purposes? Contact the State and National Forest Services for acreage and the number of recreational spots.

• Rocky Mountain National Park is reintroducing the wolf into the park area. How do you feel about bringing this endangered species into Colorado? What effect do you think it will have on camping and attendance at the park? Are there other parks which have such animals in them?

• Rocky Mountain National Park officials are currently exploring expansion of the park boundaries to include the Indian Peaks Wilderness area south of the park. Can you think of some objections people might have to such a move? What would be some benefits of an expansion?

• Encourage foreign language high school students to serve as guides to visitors from other countries in your state.

Festival U.S.A.

• Are there any recreation festivals held in your school or state during the year? Name some recreational events in your community, state, and nation and make a calendar including them. The Chamber of Commerce may be able to help.

• Cut out pictures depicting various recreational activities from local magazines and newspapers. Make a scrapbook of all the recreational activities they represent.

• Have a biography party with everyone dressed as historical figures from Colorado. Choose from a list of famous people from Colorado; look up information about a person and make a simple costume. Example: A Halloween party with participants dressed as famous historical characters from Colorado's past.

• Trace the history of skiing in Colorado. Name famous skiers from the state.

• Have a Red/White/Blue day with students dressing in these colors. Also, you could have a similar celebration dressing as early settlers.

• As a class, plan and hold a bicycle race for the entire school with divisions by age and type of bicycles.

• Each year, the "Oktoberfest," an old German celebration brought to Colorado by German immigrants, is celebrated in Larimer Square in Denver. Study the origin and customs of this event and plan your own "Oktoberfest."

• Prepare a tourist map of your area in a different language.

• Sponsor an old-fashioned ice-skating party with music and food at a local rink and a bonfire at a local lake or pond.

• Organize a hiking / climbing trip to the Colorado Rockies. Identify flora, plants, wildlife and animals native to Colorado. Take a picnic or box lunch and make a day of it.

• Make a list of recreational activities you and your classmates enjoy and places in Colorado you go to participate in these. Tell what you particularly like about each place and activity. Make a copy of the list for interested people.

• Plan a landscape project for your school or community.

• Roasting pinon nuts is an old celebrative custom of the Spanish surnamed people in the San Luis Valley of Colorado. If pinon nuts are available in your region ask a local person to talk to your class about this custom and perhaps help plan a festive outing with you to collect and roast some.

• Take a playground period to play some early American games such as Blindman's Buff, Hide and Go Seek, Ring Around the Rosie, Hop-scotch, Squat Tag and Skip Rope. Older students could list and discuss these games and their origins.

• Koshare Interpretive Indian Dancers of the La Junta, Colorado Boy Scout Troup have an interesting story to tell. Contact this unique group and attend their next appearance in your area.

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FOR FURTHER STUDY:

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Burroughs, John Rolfe. *I Never Look Back — The Story of Buddy Werner.* Boulder, Colorado: Johnson Publishing Co., 1967. Illustrated biography of the famed skier from Steamboat Springs, Colorado.

Carpenter, A. *Enchantment of Colorado.* Chicago: Childrens Press, Inc., 1967.

Colorado Comprehensive Outdoor Recreation Plan, 1970, Colorado Department of Natural Resources, State Capitol, Denver, Colorado.

Dunning, Harold Marion. *History of Trail Ridge Road.* Estes Park, Colorado: Ted Mathews Studio, 1967.

Early Western Recreation - prints, Perfection Form Co., Logan, Iowa. Portrays recreational activities of the frontier.

Frandsen, Maude Lindstrom. *Our Colorado.* Denver, Colorado: Old West Publishing Co., 1970. This text includes geography, geology, conservation and history (Teacher guide and source book).

Hart, John L. Jerome. *Fourteen Thousand Feet — A history of the Naming and Early Ascents of the High Colorado Peaks.* Denver, Colorado: Colorado Mountain Club, 1931.

Jones, William C. and Elizabeth B. *Willia. Henry Jackson's Colorado.* Boulder, Colorado: Pruett Publishing Co., 1976. Over 200 photos from Jackson's Colorado collection covering 1870 to the early 1900's.

Kelly, Jack *Koshare.* Boulder, Colorado: Pruett Publishing Co., Spring -1975. Story of the interpretive Indian dancers of the La Junta, Colorado Boy Scout Troup.

Kenofer, Louis. *Trails of the Front Range, Indian Peaks to Rodgers Pass.* Boulder, Colorado: Pruett Publishing Co., 1972. A hiker's guide to front range trails.

Lowe, Den and Roberta. *Eighty Northern Colorado Hiking Trails.* Beaverton, Oregon: Touchstone, 1973. Illustrated, with maps, the book covers area from U.S. 6 on the south to the Wyoming border and from the front range west to Craig and Rifle.

Nesbit, Paul. *Long's Peak, It's Story and a Climbing Guide.* Boulder, Colorado: Norman Nesbit, 1972. Includes natural history and a record of persons and events dealing with the area.

Newhall, Beaumont and Edkins, Diana E. *William H. Jackson.* Fort Worth, Texas: Amon Carter Museum of Western Art, 1974. More than 100 of Jackson's finest photographs of the early West. An important source for those concerned with the development of Colorado.

Parris, Lloyd. *Caves of Colorado.* Boulder, Colorado: Pruett Publishing Co., 1974. Concise well written information on caves in Colorado with illustrations and maps.

Phillips, R. *The Colorado Fourteeners,* Denver, Colorado: The Colorado Mountain Club, 1967. A guide to locating and climbing the state's highest peaks, those over 14,000 feet.

Point of Interest: State Historical Markers, State Historical Society, Denver, Colorado, 1972. Provides illustrations and information on 150 historic sites which have been marked by the Society.

Talmadge, Marion and Gilmore, Iris. *Colorado Hi-ways and By-ways.* Boulder, Colorado: Pruett Publishing Co., 1975. A comprehensive guide to picturesque trails and tours.

Trimble, Stephen A. *Great Sand Dunes.* Globe, Arizona: Southwest Parks and Monuments Association, 1975. Includes geology, history and biology with light text and excellent color photographs.

Taylor, R.G. *Colorado Road Log Atlas.* Palmer Lake, Colorado: Filter Press, 1971. Describes features along the highways with mileage guide for each road section.

U.S. Department of the Interior, "Highlights in History of Forest and Related Natural Source Conservation," *Conservation Bulletin,* No. 41. Washington, U.S. Department of the Interior, 1966. 1 p.

Wood, Frances. *Rocky Mountain, Mesa Verde, Carlsbad Caverns.* Chicago: Follett Publishing Co., 1963. An introduction to three national parks.

For more detail, refer to the annotated bibliography of selected references and resources beginning on page 45.

People

Colorado history is one of the richest chronicles of human contribution to the growth of a state on record. The record speaks well of the pioneer spirit which has continued in Colorado's people to the present day and which seldom has recognized racial boundaries or ethnic restrictions. The balance of ethnic contributions from the beginning to territorial status, statehood and the present is unmatched throughout the other forty-nine states. This is mirrored in our state's development and the settlement of the entire western half of our great land, although, perhaps, nowhere is it more evident than in Colorado. Even today, equality in American democracy is taken as a matter-of-fact in this state where women's suffrage was recognized early. Man or woman, black, white or otherwise, one has the opportunity to achieve any goal, limited by individual abilities only. So many people have contributed to Colorado that an entire book could be filled with their names alone. No attempt is made to name them all here. Rather, the purpose of the section is to touch upon our heritage of human contribution and provide a beginning point for study of Colorado's people.

CASIMIRO BARELA (1847-1920) "El Senador Perpetuo" — (The perpetual Senator served forty years.) Known as the father of the Colorado Senate, Barela was born in Embudo, New Mexico of Spanish parentage. His parents were among the early settlers of Las Animas County. During his first term as a legislator representing Las Animas County, he obtained, by means of a project, copies of the Colorado Constitution of 1876 and laws published in Spanish. In 1893 Barela was elected president pro tem of the Colorado Senate. A town in Las Animas County, Villa de Barela, bears the name of this outstanding legislator.

JAMES P. BECKWOURTH (1798-1867) was a mulatto who joined the trappers at St. Louis. He became an employee at Fort Vasquez on the South Platte River. He was adopted as chief by the Crow Indians. As a guide and interpreter he went to California and returned to Denver in the gold rush days.

BLACK KETTLE (-1868) was a Cheyenne chief who strove to keep his people friendly with the whites. He was one of the few Indians to escape alive from the Sand Creek massacre. He was killed by Custer at the Washita in 1868.

CHARLES BOETTCHER I (1852-1948) founder of the large investment firm, Boettcher and Company. His son Claude used a portion of the family's wealth to establish the Boettcher Foundation, Denver's largest philanthropic fund.

HELEN BONFILS (1889-1972) was one of the major philanthropists and patrons of the arts in the state's history. Bonfils was the daughter of the co-founder of *The Denver Post*, which she managed through her entire adult life. She established the Helen G. Bonfils Theatre for the Performing Arts, which is today a well-known and respected theatre.

JAMES BRIDGER (1804-1881) was a famous mountain man. He had been a blacksmith's apprentice at St. Louis when he saw an advertisement for one hundred enterprising young men to ascend the

Missouri on a fur-gathering expedition in 1822. He discovered Bridger's Pass and established a blacksmith shop at Fort Bridger. He served as a guide for engineer E. L. Berthoud, when he was exploring a stage route from Denver to Salt Lake in the summer of 1861.

AUNT CLARA BROWN (1803-1887) At 59, Aunt Clara Brown arrived in Denver in a covered wagon after eight weeks of travel. The caravan made its way to west Denver where she helped two Methodist ministers found the Union Sunday School. After the founding of Union Sunday School, Aunt Clara headed toward Central City hoping to earn enough money to free her husband, two daughters and son who had been sold as slaves. In Central City she opened a laundry, served as a nurse, and organized the first Sunday School. By 1866 she had earned $10,000. After the Civil War, Mrs. Brown searched vainly for her family. She located thirty-four other relatives whom she took to Leavenworth by steamboat where she purchased a wagon to bring them across the plains to Denver. It was only the first of many black wagon trains she would sponsor. Shortly before her death, she was reunited with her daughter. Aunt Clara Brown's name is remembered with respect in Central City. The Colorado Pioneers' Association buried her with honors. A bronze plaque in the St. James Methodist Church tells of how she provided her home for worship before the church was built. A chair at the Opera House is named in her memory.

GEORGE BROWN (1926-) is a Colorado elected official who has served in many civic and political positions; former director of the Denver Metro Urban Coalition; State Senator; and in 1974 elected Lieutenant Governor of the State of Colorado.

BUCKSKIN CHARLEY (1840-1936) was perhaps more widely known than Chief Ouray. He was head of the Moache Utes. He was not as able as his two predecessors as chief of the Consolidated Utes, but was highly respected by his people. Reaching the ripe old age of ninety-six years, he was the official representative and private guest at many important functions. He led a group of 350 Indians in the inaugural parade of Theodore Roosevelt in 1905.

CAPTAIN JACK (-1897) led the band of Yampa White River Utes in the ambush of Major Thornburg. He was killed in a drunken brawl at Navajo Springs in 1897. Other Ute leaders were Piah (the Black-Tailed Deer) and Johnson, who took part in the White River masacre.

CHRISTOPHER (KIT) CARSON (1809-1868) is the best known of the trappers and is also a typical example of the independent trapper.

JUDY COLLINS (1939-) is a well-known folk singer. Collins is one of the few singers that has had any lasting success in the volatile pop music industry.

COLOROW (-1890), a Comanche captured as a child, was sub-chief of the White River Utes at the Thornburg ambush. He was among the Utes to join Crook's Army to fight the Sioux. In 1879 Colorow went to Denver prior to the Meeker Massacre to ask Governor Pitkin to replace agent Nathan Meeker. The governor gave the Utes no satisfaction and brushed them off quickly. This insensitive treatment caused Colorow to cross the Continental Divide and set fire to the Blue River Country, Egeria Park and the timber on the Elk and White Rivers. After the ambush of Major Thornburg he was exiled to the Uintah Reservation. He came back to Colorado in 1887 and it was necessary to call out state troops to return him to the reservation.

ADOLPH COORS I (1884-1970) was the founder of Adolph Coors brewery in Golden, one of the world's largest makers of beer. The diversified company also makes containers and is the world's largest porcelain container manufacturer.

GEORGE CRANMER (1884-) was responsible for making Denver's park system one of the most famous in the world. For many years he was the head of the city's

Parks and Improvements Department. He established and beautified parks in Denver and was the driving force behind the initial development of Winter Park ski resort, and the Red Rocks amphitheatre.

ISOM DART (1849-1900) was a black cattle rustler. Dart joined a young Mexican rustler and the two migrated from Texas and Mexico to settle in Brown's Park, Colorado, a rugged country noted as a haven for cattle thieves. Dart gave up rustling and became a prospector and then a bronco-buster. "No man understood horses better," said one westerner. At 51 Isom Dart was shot in the back and killed, probably by Tom Horn, one of the West's most notorious hired assassins.

JACK DEMPSEY (1895-) was nicknamed the "Manassa Mauler" because of his home being in that town. Dempsey was a world heavyweight boxing champion in the 1920's. He devoted most of his life after the close of his boxing career to philanthropy and his New York City restaurant, which closed in 1974.

JOHN DENVER (1943-) is one of our most famous country pop singers. His music romanticizes the Rocky Mountains as the perfect place for going back to nature.

MARY DOUD (MAMIE) EISENHOWER (1896-) is the wife of former President Dwight D. Eisenhower (1953-1961). She was born and raised in Denver. Even during the most hectic periods of the presidency, she always found time to come back to the state for a visit.

JOHN EVANS (1814-1897) was the founder of Denver University and an early governor of the state.

BARNEY FORD (1822-1902) was an early pioneer in Colorado who fought discrimination and became the first black man in the state to serve on a grand jury. Ford began a number of business ventures. He built and ran the huge Inter-Ocean hotels in Cheyenne and Denver that catered to presidents and prospectors, and had a reputation as far east as Chicago for "the squarest meal between two oceans." Three times fires gutted his business premises, but he was always able to rebuild or begin anew.

EMILY GRIFFITH (1879-1947) was one of the most well-known and respected educators in the state's history. She was the founder of Emily Griffith Opportunity School in Denver, a school enabling the young and old alike to extend their learning experiences and to gain help in areas of skill necessary to their occupations.

JOHN W. GUNNISON (-1853) In 1853 Congress appropriated $150,000 to survey several practicable railroad routes from the Mississippi River to the Pacific Ocean. Captain Gunnison was chosen to command the expedition of about three dozen men. In Utah, Gunnison and seven of his party were massacred by Indians. Gunnison, Colorado was named after him.

BILL HOSOKAWA (1915-) is associate editor of the *The Denver Post*; former president of the American Association of Sunday and Feature Editors. He was well-known as a correspondent during the Korean War.

IGNACIO (1844-1913) was Chief of the Weeminuche Utes and Ouray's successor as head chief of the Utes. At 6 feet, 2 inches, he was the tallest and largest of the Utes. For a time he was Chief of Police at $10 a month salary in Ignacio, Colorado, his namesake. Ignacio sat on Ouray's council where he commanded undivided attention because of his forceful diction. In 1886, before a U.S. Senate Committee, Chief Ignacio was asked, "What do you do with the money when you get it?" The chief answered, "I have got a mouth. I buy things to eat." Congress allotted Ignacio what he requested.

LEFT HAND (-1864) was an Arapahoe chief who could speak English fluently. He was killed in the Sand Creek massacre.

LITTLE RAVEN (circa 1858) was an Arapahoe chieftain in the vicinity of Cherry Creek when the gold seekers first came to Colorado.

MARY ELITCH LONG (1850-1936) was the founder and early proprietor of Denver's world famous Elitch Gardens amusement park, theatre and the Trocadero Ballroom. The Elitch Theatre has always attracted the finest actors from across the nation, while the "Troc" which was torn down in 1975 hosted the greatest of the big bands.

STEPHEN H. LONG (1784-1864) Major Long, of the U.S. Topographical Engineers was engaged in seeking the source of the Missouri River, when the Louisiana boundry was settled by treaty with Spain.

GOLDA MEIR (1898-) was one of the earliest leaders of the modern zionist movement and was instrumental in the founding of the state of Israel. The one-time premier of Israel attended Denver's North High School.

GLENN MILLER (1909-1944) starting as a trombonist worked his way through the ranks to become, shortly before his death, the country's most popular band leader. His band of ten played on warm summer nights to overfilled crowds at Elitch's famed Trocadero Ballroom.

RACHEL NOEL (1918-)is an educator civic leader, advocate for equal educational opportunity, former Denver School Board member and presently associate professor and chairperson of Afro American Studies, Metropolitan State College, Denver, Colorado.

CHIEF OURAY (1833-1880) was the most famous of the Utes. He was half Jicarilla Apache and was adopted by the Tabeguuche band of Colorado Utes. Around his birthplace, Taos, he learned to speak both English and Spanish. He became a government interpreter at $500 a year. In 1863 the government insisted that the seven tribes of Colorado Utes must have a head chief and threw their influence behind Ouray, who was a younger man than Nevava, chief of the White River Utes, and whom the Utes themselves would have preferred. The remarkable abilities of Ouray are evidenced by the high degree of respect in which he was held by both the whites and his own people.

ZEBULON M. PIKE (1779-1813) was a little bit of everything. He was used by the government as a peacemaker between Indians and white men and between Indians and other Indian tribes. He was one of the first to explore the Louisiana Purchase. He also determined the southwestern boundary of it. He was authorized to enforce the Indian Intercourse Act and arrest and dispose of the goods of any unlicensed traders. Pike's Peak was named for him.

SHARON KAY RITCHIE (1937-), MARILYN VAN DERBUR (1936-), REBECCA ANN KING (1950-). In 1956, 1958, and 1974, respectively, these three women went from Miss Colorado to Miss America at the annual pageant. Ritchie later starred in a Broadway production of

Brigadoon, Van Derbur became a speaker and a fashion consultant and King, the most recent of the three, is attending Denver University Law School.

ROMAN NOSE (-1868), though not a chief, was one of the bravest of the Cheyenne leaders. He was killed at the Battle of Beecher Island.

ROBERT SAKATA (1926-) is a farmer from Brighton, Colorado. He was chosen by the United States Junior Chamber of Commerce as an outstanding young farmer in 1955. He is noted as a soil conservationist, has served as chairman of the Brighton Agricultural Conference, advisor to Future Farmers of America, and as an officer in the Brighton Junior Chamber of Commerce.

JESSE SHWAYDER (1884-) was founder of Shwayder Brothers, which later changed its name to the Samsonite Corporation. The firm initially was luggage oriented but they have now branched out into furniture, toys and visual communications.

TALL BULL (-1869) was chief of the Dog Soldiers, most famous of the soldier societies of the Cheyennes. He was killed at the Battle of Summit Springs (near the town of Sterling, Colorado) in 1869. He was succeeded as leader of the Dog Soldiers by White Horse.

BYRON "WHIZZER" WHITE (1917-) is presently a U.S. Supreme Court Justice. He turned down a lucrative professional football contract after graduating from the University of Colorado to accept a Rhodes Scholarship. He did come back to play for the Detroit Lions for a season, with a salary at that time the highest ever paid to a football player. Many of his college running records still remain at the University of Colorado.

PAUL WHITEMAN (1891-1967) was the country's most enduring band leader. He was the father of the big band era, and as a band leader, was one of the most well-known personalities of the day.

MINORU YASUI (1916-) is director of the Community Relations Commission of the City and County of Denver, practices as a lawyer and was a participant in the landmark case contesting the legality of the evacuation of persons of Japanese ancestry during the World War II.

COLORADO'S ASTRONAUTS

L. Gordon Cooper (Carbondale)
Stuart A. Rosa (Denver)
John L. Swigert, Jr. (Denver)
M. Scott Carpenter (Boulder)
Vance D. Brand (Longmont)
Wally Schirra (Colorado Springs)

Colorado Historical Calendar

Aug. 5, 1858	A woman climbed Pike's Peak for the first time.
Mar. 8, 1859	The first child was born in Denver.
Dec. 1859	The bridge on Cherry Creek at Larimer Street was constructed. The Garden of the Gods at Colorado Springs was discovered and named.
Apr. 19, 1860	The first pony express reached Denver.
Dec. 1860	Idaho Springs was founded when F. W. Beebee and his wife opened the Beebee House for Miners. First general fair in Colorado was held in Denver. The first public library in Colorado opened in Denver.
Nov. 8, 1861	Denver was incorporated as a city. The state capitol was permanently located at Denver by a vote of the people.
Dec. 1861	The State University was incorporated at Boulder, Colorado.
May 19-20, 1864	Cherry Creek community was flooded out.
Dec. 1864	Tree planting in Denver began.
Dec. 1866	The first attempt was made at street cleaning in Denver.
Sep. 18, 1867	The American House, 16th and Blake Streets, was opened.
Apr. 7, 1868	Curtis Park was given to Denver, being the city's first park.
May 21, 1868	Ulysses S. Grant, a candidate for president, stumped in Denver.
Aug. 8, 1868	Schuyler Colfax, candidate for Vice President of the United States arrived in Denver. He toured a large part of the territory and Colfax Avenue was named for him.
June 19, 1869	Denver made the first move toward a clean city when the city council passed an ordinance forbidding throwing "any wrapping paper, old clothes, books, boots, shoes, hats or any combustible matter into any street or alley."
Mar. 22, 1870	The city of Pueblo was incorporated.
June 24, 1870	The Denver Pacific Railroad to Cheyenne was completed.
Aug. 15, 1870	The Kansas Pacific Railroad to Denver was completed.
Oct. 7, 1870	The first pullman car arrived in Denver from Kansas City.
Dec. 1870	The Denver Water Works was inaugurated with the Holly System at the foot of 15th Street.
Jul 27, 1871	Construction of the Denver and Rio Grande Railroad was begun at Denver.
Dec. 1871	The first Denver Gas Works was built and opened.
Jan. 22, 1872	The Society of Colorado Pioneers was organized.
Jan. 23, 1872	Grand Duke Alexis visited Denver.
Sep. 19, 1872	Numbering of Denver houses and renaming of streets in Denver began.
Dec. 15, 1872	The Colorado Central Railroad was completed to Blackhawk. The first street railway in Denver was completed.
Oct. 10, 1873	The first telegraph messages were received and sent in Denver. They were exchanged with Omaha, Nebraska.
May 22, 1874	Central City was almost completely destroyed by fire.
May 22, 1875	Cherry Creek was flooded.

May 25, 1875	The Platte Ditch, furnishing water for domestic and irrigation purposes in Denver was bought by the city.
Jun. 1, 1875	The first mining exchange was opened, later went out of existence, and was reorganized. The Exchange Building on 10th and Arapahoe Streets opened in July, 1899.
Feb. 26, 1876	The Atchison, Topeka and Santa Fe Railroad was completed to Pueblo.
May 22, 1876	Cherry Creek was flooded.
Jul. 1, 1876	The State Constitution was ratified.
Aug. 1, 1876	President Grant issued a proclamation declaring the admission of the State of Colorado into the Union.
Oct. 3, 1876	The first election was held. John L. Routt was chosen as Governor and James B. Belford as State Representative.
Nov. 1, 1876	The first Colorado Legislature was convened.
Nov. 7, 1876	Thomas M. Patterson was elected State Representative.
Nov. 14, 1876	Jerome B. Chaffee and Henry M. Teller were chosen United States Senators.
Dec. 1876	Rich silver ore was first discovered in Leadville. The Larimer Street Railway in Denver, was extended a mile and a quarter northward. The first Denver sewage agitation was established in Denver. Actual construction of sewers began.
Jan. 18, 1877	Ouray County was established.
Jan. 31, 1877	James B. Belford, after a contest with Thomas M. Patterson, was seated by the House to serve for 30 days as Representative from Colorado.
Aug. 1877	The Colorado Central Railroad was completed to Georgetown.
Aug. 1, 1877	There were six buildings on the site of Leadville. By the end of the year the town had 300 inhabitants.
Sep. 5, 1877	The State University was opened at Boulder.
Sep. 15, 1877	The Denver and Rio Grande Railroad was completed to Fort Garland.
Nov. 7, 1877	The Colorado Central Railroad was opened to Longmont.
Dec. 1877	Thomas M. Patterson was seated by the House as the Representative from Colorado.
Jan. 14, 1878	Leadville was organized and named.
Feb. 1878	A long and bitter contest was begun between the Denver and Rio Grande (D. & R. G.) and the Atchison, Topeka, and Santa Fe Railroad (A., T., & S.F.) Companies.
May 18, 1878	Cherry Creek sustained a huge flood.
May 21, 1878	The Colorado Central Railroad was completed to Central City.
Jul. 6, 1878	The Denver and Rio Grande Railroad completed its line to Alamosa.
Oct. 2, 1878	Frederick W. Pitkin, Republican, was elected Governor of the State, and James B. Belford, Republican, was elected the Colorado Representative to Congress.
Nov. 30, 1878	The Atchison, Topeka, and Santa Fe Railroad crossed the southern boundary of Colorado into New Mexico.
Dec. 1878	F. O. Vaile opened the first telephone service. During the summer, the first great immigration to Leadville occurred.

Jan. 9, 1879	Nathaniel P. Hill was chosen United States Senator to succeed Senator Chaffee, who declined re-election.
Feb. 1879	The Tabor Block, first of the large office buildings was completed.
Sep. 1879	The state agricultural school opened.
Sep. 1, 1879	William N. Byers, Denver Postmaster, installed the free delivery system.
Sep. 29, 1879	The White River Massacre occurred; four companies of United State Troops were killed by Ute Indians. Nathan P. Meeker and 12 men at the White River Agency were massacred. Women and children were captured, but soon rescued by General Adams and Chief Ouray.
Oct. 5, 1879	The United States Troops, beseiged by Ute Indians on Milk Creek, were relieved. In addition to the 14 killed, 43 were wounded.
Nov. 1879	A proposed amendment to the state constitution, granting equal suffrage to women was defeated in the regular election.
Dec. 1879	During this year the Union Pacific Railroad Company virtually absorbed the Denver Pacific and Colorado Central Railroad. Leadville had phenomenal population growth. Telephones were introduced in Denver.
Feb. 1880	The troubles between the Denver and Rio Grande and the Atchison, Topeka, and Santa Fe Railroads were finally adjusted.
Feb. 9, 1880	The South Park Railroad was completed to a point 30 miles below Leadville and trains were soon afterwards run from there to Leadville over the Denver and Rio Grande Tracks.
Mar. 31, 1880	Final plans were adopted for the Arapahoe (Denver) County Courthouse.
Jul. 20, 1880	The Denver and Rio Grande Railroad was completed to Leadville.
Jul. 26, 1880	The Denver and Rio Grande Railroad was completed to Manitou Springs.
Aug. 24, 1880	Chief Ouray died.
Nov. 22, 1880	The Republicans were victorious, re-electing Governor Pitkin and returning James B. Belford as Representative to Congress.
Dec. 1880	Population of Colorado 194,327 - Denver 35,629.
Jul. 16, 1881	The state industrial school for boys was opened at Golden.
Aug. 5, 1881	The Denver and Rio Grande Railroad was completed to Durango.
Sep. 5, 1881	The Tabor Grand Opera House in Denver was opened for the first time by Emma Abbott in "Maritana." This was the beginning of grand English opera in the Rocky Mountains.
Dec. 1881	The Union Depot in Denver was opened.
Apr. 11, 1882	George M. Chilcott was appointed to fill the vacancy in the United States Senate caused by Senator Teller's advancement to a Cabinet office.
May 28, 1882	The Burlington Railroad reached Denver.
Jul. 11, 1882	The Denver and Rio Grande Railroad was completed to Silverton.
Nov. 1882	James B. Grant, Democrat, was elected Governor. The rest of the Republican ticket was elected, James B. Belford returning as Representative.
Dec. 19, 1882	The Denver and Rio Grande Railroad was completed to Grand Junction.

Jan. 26, 1883	Thomas M. Bowen was elected to succeed Nathaniel P. Hill in the United States Senate and Horace A. W. Tabor to fill out the remainder of Mr. Teller's unexpired term.
Feb. 11, 1883	The State Legislature made the first appropriation for the erection of a State Capitol Building.
Feb. 13, 1883	The boundaries of Denver were extended by adding about 4,635 acres.
Apr. 23, 1883	The Academy of Music, Sixteenth and Market Streets opened.
Jul. 4, 1883	A political quarrel in Grand County culminated in the assassination of three county commissioners and their clerks, and the subsequent death, by suicide of the sheriff.
Jul. 6, 1883	The Denver and Rio Grand Railroad completed from Del Norte to Wagon Wheel Gap.
Jul. 23-24, 1883	The first national encampment of the Grand Army of the Republic in Denver was held. General Logan was the hero of the occasion.
Nov. 28, 1883	Leadville had a great fire.
Dec. 1883	The Denver City Hall was completed.
Jan. 8, 1884	The Denver Chamber of Commerce was formed. Governor Cooper was inaugurated.
Nov. 4, 1884	The Republicans were victorious, electing Benjamin H. Eaton, Governor and George G. Symes, Representative.
Jan. 1885	The foundation of the old post office, now the Customs House, was laid.
Jan. 13, 1885	Governor Eaton was inaugurated.
Jan. 21, 1885	Henry M. Teller was re-elected to the United States Senate.
Ju. 7, 1885	The Albany Hotel was opened.
Jul. 20, 1885	Cherry Creek was flooded out again.
Jul. 6, 1886	The Denver Academy of Music burned down. Work was begun on the State Capitol Building.
Nov. 2, 1886	Alva Adams, Democrat, was elected Governor and G. G. Symes, Republican, was elected Representative.
Feb. 28, 1887	Fort Logan was authorized by Congress. The site was selected by General Phillip H. Sheridan.
Aug. 1887	The last uprising of the Ute Indians was supressed by state troops.
Nov. 2, 1887	The Denver and Rio Grande Railroad was completed to Aspen.
Feb. 1888	The Colorado Midland Railroad was completed to Aspen.
Mar. 1888	The Denver, Texas and Fort Worth Railroad with connections to Galveston and New Orleans was completed.
Nov. 6, 1888	The Repulicans voted their state ticket, with Job A. Cooper elected Governor and Hosea Townsend elected Representative.
Dec. 1888	The Soldiers and Sailors Home was established in Monte Vista. The Chicago and Rock Island Railroad reached Colorado Springs. The Cliff Palace, the largest of the cliff ruins of Colorado was discovered by Richard Wetherick in Cliff Canon, a branch of Mancos Canon, in Southwestern Colorado. Cable lines were first operated in Denver.
Jan. 1889	Edward O. Wolcott was elected United States Senator for 6 years to succeed Thomas M. Brown.

Mar. 11, 1889	The third addition of about 2,400 acres was made to Denver.
Apr. 1, 1889	The State Normal School was established at Greeley by an act of the Colorado State Legislature.
Sep. 1889	The Pioneer Ladies Aid Society was organized.
Dec. 1889	The Denver Board of Public Works and the Denver Fire and Police Board were instituted by charter revision.
Dec. 25, 1889	The first trolley car ran in Denver.
May 28, 1890	John Elitch established Elitch's gardens.
Aug. 28, 1890	The Broadway Theatre was opened by the Emma Juch Opera Company.
Oct. 6, 1890	The State Normal School was opened at Greeley.
Oct. 20, 1890	The Pike's Peak Cog Railway was completed.
Nov. 4, 1890	The Republicans elected John L. Routt, Governor and Hosea Townsend, Representative.
Dec. 1890	The State School of Mines opened.
May 19, 1891	The Trans-Mississippi Commercial Congress was opened at Denver.
Jun. 1891	The Denver County Jail Building was completed and occupied.
Jun. 25, 1891	The first gold discovery at Cripple Creek was reported.
Jun. 30, 1891	The Pike's Peak Cog Wheel Railway Company began running trains to the top of Pike's Peak.
Nov. 1891	The first Cripple Creek gold excitement began.
Nov. 1, 1891	Davis H. Waite, Populist, was elected Governor. Two Representatives as allowed by the 1890 census were elected - Lafe Pence, Democrat and John C. Bell, Populist.
Nov. 18, 1891	The National Mining Congress opened at Denver.
Jun. 10, 1892	The Metropolitan Theatre burned down.
Aug. 9, 1892	General James W. Denver died in Washington, D.C. The conclave of the grand encampment of the Knights Templar of the United States was formally opened at Denver.
Dec. 1892	The first asphalt pavement was laid in Denver. The Brown Palace Hotel was opened, occupying part of the original homestead of Henry C. Brown.
Dec. 21, 1892	Gold mining development in Cripple Creek caused a great influx of miners.
June 29, 1893	A panic resulted in the sudden closing of a great many silver mines in the state.
Jul. 19, 1893	Many of Colorado's banks closed their doors.
Aug. 7, 1893	An increase in the purchase of gold at the Denver Mint was reported for July.
Aug. 18, 1893	A number of banks in Colorado reopened.
Nov. 7, 1893	The Women's Suffrage Amendment to the state consitution was carried by a vote of 35,798 to 29,451.
Feb. 5, 1894	An extraordinary session of the Colorado Legislature was convened.
Feb. 7, 1894	South Denver was annexed to Denver.

Mar. 18, 1894	The Pike's Peak Forest Preserve was established by proclamation of President Harrison. The Union Depot caught fire.
Mar. 23, 1894	The St. James Hotel caught fire and killed four firemen.
Apr. 3, 1894	Colorado women voted for the first time, in other than school elections, and polled a considerable vote.
May 25, 1894	A conflict arose between miners and deputy sheriffs at Cripple Creek.
Nov. 6, 1894	Women first voted in a state election.
Jan. 2, 1895	The State Legislature met. This was the first lawmaking body in which women ever participated as members.
Jan. 16, 1895	Edward O. Wolcott was re-elected to the United States Senate.
Mar 15, 1895	A conflict between the state militia and the city police at Denver was prevented by ordering out the federal troups at Fort Logan. The trouble grew out of an attempt on the part of Governor Waite to take possession of the fire and police boards offices.
Mar 17, 1895	The Colorado Militia was ordered to Cripple Creek to restore order among the miners, who were striking for an eight-hour day.
Mar. 18, 1895	The federal troops were withdrawn from Denver.
Jul. 5-12, 1895	The National Education Association with 10,000 in attendance met in Denver.
Aug. 13, 1895	The American Library Association met in Denver.
Aug. 18, 1895	The Gumery Hotel fire destroyed that structure.
Oct. 15, 1895	Potato Day was celebrated at Greeley.
Oct. 16-18, 1895	The first Festival of Mountain and Plain was held in Denver.
Dec. 1895	The state home for dependent children was opened in Denver with 200 subscribers.
Apr. 21, 1896	The first woman was accepted as a juror in Colorado.
Apr. 25, 1896	The business district of Cripple Creek was burned.
Apr. 20, 1896	Cripple Creek was again visited by a great fire.
Jun. 18, 1896	Senator Teller headed the 21 silver delegates who bolted the Republican Convention because of the gold plank in the platform.
June 20, 1896	A miner's strike began at Leadville with 750 men going out on a demand for the recognition of the Miner's Union and an advance of wages from $2.50 to $3.00 per day.
Sep. 21, 1896	Some strikers in Leadville attacked the mine houses and were driven back with some loss of life.
Sep. 23, 1896	The riot leaders at Leadville were arrested and the city declared under martial law.
Nov. 3, 1896	Alva Adams, Democrat, was elected Governor, John C. Bell, Populist, and John Shafroth, Silver Republican, were reelected Represenatives to Congress.
Jan. 12, 1897	Governor Adams was inaugurated.
Jan. 20, 1897	Henry M. Teller was re-elected to the United States Senate.
June 9, 1897	The Union Pacific Railroad set the world's heavy-train fast time record between Denver and Topeka, Kansas.

Jul. 6-9, 1897	The first International Mining Congress of the United States met in Denver.
Sep. 1898	The first regiment of Colorado volunteers was organized and sent to the Philippines. This regiment rendered excellent service in the Spanish American War, especially in the taking of Manila, and returned to the state in September, 1899.
Feb. 12, 1899	At Silver Plume a snowslide of immense force and volume swept away much property and killed twelve Italian laborers.
May 4, 1899	The Ute Indian Reservation in Southwestern Colorado was open for settlement.
Nov. 22, 1899	The first sugar beet factory in the state was completed at Grand Junction.
Nov. 6, 1900	James B. Orman, Democrat, was elected Governor and John Shafroth, Silver Republican, and John C. Bell, Populist, were re-elected Representatives to Congress.
Jan 8,1901	Governor Orman was inaugurated.
Jan 15, 1901	Thomas M. Patterson was elected United States Senator to succeed E. O. Wolcott.
Mar. 5, 1901	The American Cattle Growers Association met in Denver.
Mar. 20, 1901	The Cripple Creek short line was completed.
Jul. 1901	Telluride was the scene of labor troubles which led to an armed raid on the Smuggler Union Mine.
Aug. 24, 1901	The American Association for the Advancement of Science met in Denver.
Nov. 20, 1901	A fire at the Smuggler-Union Mine, near Telluride, resulted in the death by suffocation of 25 miners.
Nov. 30, 1901	City hall burned down and was rebuilt.
Feb. 28, 1902	Snowslides at the Liberty Bell Mine near Telluride caused the deaths of 24 men.
May 1, 1902	The present United States Mint was opened.
Sep. 14, 1902	Winfield Scott Stratton of Colorado Springs, died, leaving $10,000 to endow a home for the poor to be erected in or near the city.
Oct. 6, 1902	The National Irrigation Congress met at Colorado Springs.
Nov. 4, 1902	Four of the five amendments to the state constitution were submitted and carried, notably the 8 hour amendment, and the home rule for cities amendment.
Feb. 26, 1905	The Gettysburg Building, where the panorama of the Battle of Gettysburg was shown, located on the site of the present Denver Post Office Building, was burned.
Mar. 12, 1907	Governor Buchtel signed the bill making August 1, Colorado Day.
Jul. 14, 1912	Cherry Creek was flooded out again.
Dec. 4, 1913	The "Big Snow of 1913" hit Denver.
Nov. 5, 1915	Cherry Creek flood walls were completed.
Nov 24, 1919	Flu masks were ordered worn in Denver.
Jun. 3, 1921	The city of Pueblo sustained a great flood which wiped out half the city and resulted in millions of dollars in damages.
Dec. 18, 1922	The Denver Mint was robbed of $200,000.

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History Resources

•Associate Professor of Urban History
CU, Boulder
Matt Downey, 449-9663
Local community historian will be teaching a course on Colorado history for elementary teachers (for information call: Class Instruction, Division of Continuing Education 433-2211 ext. 6551).

•Aurora Historical Commission
Mr. John L. Beaken
P.O. Box 627, Aurora, Colorado.

•Boulder Public Library
Marcelee Gralapp
The library, in addition to the usual resources, is currently compiling a source list on Colorado history.

•Bureau of Land Management
Fil Jiminez, 837-3816 ext. 4481.
Environmental education teachers kit.

•Colorado Council of the Arts and Humanities, Boulder
Pat Shanks, 892-2617
Can suggest many places for information and field trips, films and reference material on cultural history, particularly ethnic culture.

•Colorado Division of Commerce and Development
892-2205
Pamphlets on Colorado Resources

•Colorado Railroad Museum, Golden
Lee May, 279-4591
17155 W. 55th Street
For field trips, must give notice, students - 35c each.

•Colorado School of Mines
279-3381
Geological Museum, free, contact Mr. Charles Morris Director of Public Information.

•Colorado Visitors Bureau Tourist Center
892-1112
Pamphlets, maps, and posters ($1 each).

•Denver Museum of Natural History
Maxine Benson, 399-0870
Historical artifacts.

•Denver Public Library
Western History
573-5152
Non-circulating collection for research.

•Highway Department, State Patrol
Public Relations, 757-9011
Colorado Maps, Pamphlet on the history of Colorado.

•Indian Art Institute
David Warren
Bureau of Indian Affairs
Santa Fe, New Mexico.

- Institute of the Great Plains
  Box 68, Lawton, Oklahoma 73501.
- Jefferson County Outdoor Education Center
  Mr. James R. Jackson, 674-3633
  This is a school for 6th graders who spend one week a year in residence to study environmental education.
- Municipal Reference Library, (located at the Boulder Library)
  443-7080
  Government books and documents pertaining to various aspects of city development.
- Natural Resource Department, Wildlife Division
  825-1192
  Has a set of books which will be sent free to the school library . . . also pamphlet on curriculum guide for education, also pamphlet: "Hunter and Conservation."
- Norlin Library, C.U., Boulder
  Western History Collection
  443-2211 ext. 7242
  For teacher use: Photographs, maps, newspapers, books, original source documents.
- Plains Conservation Center
  Ed Butterfield, 343-6874
  Sod buildings and plains acreage for use with children. Call for arrangements.
- Rocky Mountain Association of Geologists
  Wanda Reh, 573-8621
  Geological information.
- Southeast Metropolitan BOCES
  Professional Information Center
  Mrs. Lola Quinlan, 755-9771
  Can suggest many places for information and field trips.
- State Historical Museum, Denver
  Dianne McDonough, 892-2069
  Pamphlets, programs "grandmothers' trunks," films, simulated digs.
- State Historical Society, Denver
  Bill Marchall, 892-2069
  Historical.
- U. S. Geological Survey
  Public Inquiry 837-4169
  Some pamphlets; also contact for teaching packets;map information
  National Center 6144
  12201 Sunrise Valley Drive, Reston, Virginia 22090.
- Various Government Bureaus:
  Colorado State 892-9911
  Federal Government 234-3131
  These general switchboards can connect you with various agencies which have information on their special interests — the agencies are listed in the telephone book under Colorado - State Government and U.S. Government.
- Wright-Ingraham Institute
  1228 Terrance Road, Colorado Springs
  733-7011
  Environmental Studies on the Running Creek Watershed.

•Immediate sources of information for activities:
Brochures from various tourist places around Colorado
Census reports
City directories
Corporation reports and public relations brochures.
Documents section, Environmental impact statements - available through Norlin Library.
Magazines (example: *Colorado Magazine).*
Newspapers
Old Snapshots.
Pamphlets from various agencies.
Road maps.
Tape recorded interview with community members.

ORGANIZATIONS

Audubon Society *
Environmental Hotline
244-6231
Kay Collins, 537-5152, X254
home phone, 756-6115

Balarat Center for Envir. Studies *
266-2255, X 420
1521 Irving St. 80204

Bicycles Now! *
Mark Estes
Day 753-3405
Night 388-9583

Bureau of Land Management
Felix Jimenez 837-4481
Rm. 700, Colo. State Bank Bldg.
1600 Broadway
Denver, Co. 80202

Bureau of Outdoor Recreation *
Bill Welch: 234-2634
Box 25387
Denver Federal Center
Denver, Co. 80215

Center for Environmental Learning
Eva McIntosh: 322-7921 or 321-9210
5201 E. 6th Ave. Denver, Co. 80220

Colo. Citizens for Clean Air *
1742 Pearl St. 573-9241
Denver, Co. 80203

Colorado Mountain Club
355-3666
1723 E. 18th Ave.
Denver, Co. 80203

Colo. Open Space Council *
573-9241
1325 Delaware St.
Denver, Co. 80204

Conservation Library
Denver Public Library
Kay Collins, 537-5152, x 254
13th at Broadway
Denver, Co. 80203

Denver Water Board
Bob McWhinnie: 222-5511, X 292
144 W. Colfax, Denver 80202

Colo. Dept. of Education *
George Ek 892-3382
1365 Lincoln St.
Denver, Co. 80203

Environmental Action-Univ. Colo.*
Janet James 534-1602
1100 14th St.
Denver, Co. 80204

Environmental Protection Agency
Howard Kaynor: 837-4904
1860 Lincoln St.
Denver, Co. 80203

Forest Service, Ofc. of Information
Denver Federal Center
Bldg. 85- — 234-4185
Denver, Co. 80225

Isaak Walton League of America
Helen Stamen — 685-5137
108 Palisade Circle
Manitou Springs, Co. 80829

Keep Colorado Beautiful *
Beverly Fleming — 757-2272
4260 E. Evans Ave.
Denver, Co. 80222

National Audubon Society
Mobile Educational Unit
Jay Reed, Box 3232
Boulder, Co. 80303

National Park Service
Environmental Educ. — Reg. Office
Bill Featherstone: 234-3111
655 Parfet St.
Lakewood, Co. 80215

Nat'l Environmental Health Assn.
Nick Pohlit: 222-4456
1600 Pennsylvania St.
Denver, Co. 80203

Planned Parenthood
388-4215
2030 E. 20th St.
Denver, Co. 80205

Regional Transp. District *
Cheryl Weibel 399-8140
56 Steele St.
Denver, Co. 80206

Rocky Mtn. Center on Environment
4260 E. Evans Ave.
Denver, Co. 80222

Sierra Club 572-3202 *
1325 Delaware St.
Denver, Co. 80204

Thorne Ecological Institute
443-7325
2305 Canyon Blvd.
Boulder, Co. 80302

Trees for Today & Tomorrow
J. R. Feucht 355-8306
999 York St.
Denver, Co. 80206

Tri Cycle *
Norma Stout 278-0110
Box 7E, Arvada, Co. 80001

Trout Unlimited, Colo. Council
Bob Weaver — 758-5856
4260 E. Evans Ave.
Denver, Co. 80222

Wildlife, Colo. Div. of
Environmental Section
Pete Barrows 825-1192, x 253
6060 Broadway
Denver, Co. 80216

We Care-Women's Environmental Coalition
Pres. — Mickey Thurston 771-6882
Land Use — Sue Leslie 377-0749
Solid Waste — Jane Middlebrook 789-2287

Energy & Natural Resources
Mrs. Paul Hoff 757-3600

Air Quality & Transportation
Cynthia Nagel 377-6867

Wilderness Workshop *
1325 Delaware St.
Denver, Co. 80204
572-3202

OTHER GOOD SOURCES

Colo. Federation of Garden Clubs
Jean Domby — 985-7314
Curriculum Guide, 8 books
Various subjects & grade levels
$4.00 each-highly recommended

Ecology Today
P.O. Box 2154
Univ. of Colo. 494-3297
Boulder, Co. 80302 (bi-monthly)
$5.00 per year

Environmental Action Magazine
Rm. 731, 1346 Connecticut Ave. NW
Washington, D.C. 20036 (bi-weekly)
$7.50 per year.

Natural Resource Newsletter
Rm. 230, Forestry Bldg.
Colo. State University
Ft. Collins, Co. 80521 (Monthly)
Free

Rodale's Envir. Action Bulletin
33 E. Minor St. (bi-weekly)
Emmaus, Pa. 18049
$10.00 per year

Solar Energy Director
534-1602
Envir. Action-Univ. of Colo.

TOURS

City of Denver Waste Water Treatment Plant
Mrs. Boe, 297-3491,
1 hour tour — 8th grade & up

Columbine Glass Co.
Re-cycled glass tour
423-1414 — personnel mgr.
Jr. Hi & older, 45 min. tour

Denver Water Board-Marston Plant
222-5511, x 376 — 1½ hours
3rd grade & up
144 W. Colfax - Relief Map Denver, Colorado

Metro Disposal Dist. #1
288-6613 — 2 hour tour
Kindergarten & up

Packaging Corp. of America
re-cycled paper tour
288-2601, Jr. High & older
1½ hour tour

Plains Conservation Center
Evan O'Breght
771-1166, by appt. only

Sierra Club 572-3202

* Speakers available